



Kentucky Department  
of Education

# KENTUCKY DEPARTMENT OF EDUCATION

CAPITAL PLAZA TOWER - 500 MERO STREET - FRANKFORT, KENTUCKY 40601

**Gene Wilhoit, Commissioner of Education**

During the spring of the 2001-2002 school year, end-of-primary, 4<sup>th</sup>, 5<sup>th</sup>, 6<sup>th</sup>, 7<sup>th</sup>, 8<sup>th</sup>, 9<sup>th</sup>, 10<sup>th</sup>, 11<sup>th</sup> and 12<sup>th</sup> grade students participated in the Kentucky Core Content Test (KCCT), the National Norm Referenced Test (NRT), the writing portfolio and the alternate portfolio components of the Commonwealth Accountability Testing System. This assessment and accountability system was designed by the Kentucky Board of Education through a broad, collaborative process that involved educators, legislators, citizens, the School Curriculum, Assessment, and Accountability Council, the Education Assessment and Accountability Review Subcommittee, the Office of Educational Accountability, and the National Technical Advisory Panel on Assessment and Accountability. These tests include:

- written tests comprised of open-response and multiple-choice questions in reading, mathematics, science, social studies, arts and humanities, practical living/vocational studies and an on-demand writing prompt
- a writing portfolio consisting of writing samples demonstrating students' skill in writing
- a national norm referenced test in reading, language arts and mathematics
- alternate portfolios for students with severe disabilities

The KCCT assessments were developed under direction of the content advisory committees of Kentucky educators who drafted, reviewed, and selected test questions. Items also were reviewed by a bias review committee to enhance fairness.

This report is the second comprehensive report that reflects the application of the newly developed student performance standards to the KCCT. The 1999 and 2000 data have been revised to reflect these new student performance standards used beginning in 2001, putting all four years of KCCT data on the same and comparable scale. The performance standards are accompanied by more thorough descriptions of Novice, Apprentice, Proficient, and Distinguished expectations specific to the subject being assessed at the grade being assessed. This should allow instruction to better focus on both the content to be taught and on how well students must demonstrate achievement in each content area.

This report includes four years of trend data: spring 1999, 2000, 2001 and 2002. Therefore each school has a baseline starting point in 2000, and the first point on the growth chart in 2002, beginning a performance trend line that can be compared to the goal line leading to proficiency by 2014.

These scores can best be compared to the absolute standard of proficiency we want all Kentucky students to attain. Analyze your results in terms of where you are in each subject toward the goal of 100 and determine needed curricular and instructional strategies that will assist your school in achieving these goals. Because the Kentucky Core Content Test has the *Core Content for Assessment* and the new and more descriptive student performance standards as its foundation, decisions about student achievement and plans for continuous improvement can be guided by a complete analysis of your results.

The Kentucky Department of Education urges districts to share this data as quickly as possible with individual members of local school boards and of each school's School Based Decision Making Council, in ways that do not violate the state open meetings law or break the embargo.

Please feel free to contact the staff of the Department of Education for assistance in interpreting and using assessment information.

## SPRING 2002 KENTUCKY PERFORMANCE REPORT

School: Runyon Elementary School

District: PIKE CO

Code: 491995

Grade: PRIMARY-08

## CONTENTS OF THIS REPORT

Introduction	1-2	
Accountability Data	3	
Accountability Trend	4-9	
	ELEMENTARY	MIDDLE
Academic Trend Data	10-11	71-72
Reading Results	12-19	73-80
Mathematics Results	20-27	81-88
Science Results	28-35	89-96
Social Studies Results	36-44	97-105
Writing Results	45-52	106-113
Arts & Humanities Results	53-60	114-121
Practical Living/Voc Studies	61-68	122-129
National Norm Referenced Test	69-70	130-131



# SPRING 2002 KENTUCKY PERFORMANCE REPORT Introduction

This electronic Kentucky Performance Report is based on the Spring 2002 administration of the Kentucky Core Content Test, writing portfolio, alternate portfolio and National Norm Referenced Test (NRT) results for students in grades end-of-primary (EP), 4, 5, 6, 7, 8, 9, 10, 11 and 12. The report summarizes information for the school, district and state. These results also reflect performance of students participating in the *Commonwealth Accountability Testing System Alternate Portfolio Assessment*: fourth-, eighth, or twelfth-grade.

Students in grades 4,5,7,8,10, 11 and 12 completed batteries of open-response and multiple-choice questions (referred to as the Kentucky Core Content Tests) in selected contents for each grade.

	EP	4	5	6	7	8	9	10	11	12
Reading										
Mathematics										
Science										
Social Studies										
Arts & Humanities										
Practical Living/Vocational Studies										
Writing										
NRT										

In reading, mathematics, science and social studies, 6 forms of the test were administered, each containing 6 open-response and 24 multiple-choice questions used for reporting and accountability purposes. (Each form also included an additional open-

response item and 4 multiple-choice items for field test purposes, bringing the total to 7 open-response and 28 multiple-choice. Field test items are not included in reporting or accountability data.)

In arts & humanities and practical living/vocational studies, there were 12 forms of the assessment, each containing 2 open-response and 8 multiple-choice items used for reporting and accountability purposes. (An additional open-response and 4 multiple-choice items were included for field test purposes.)

Writing data are based on the administration of writing prompts distributed across 6 forms (students select one of two prompts) and the writing portfolio.

Multiple-choice questions are included in the 2002 data reported here and are combined with the open-response data. They are included such that multiple-choice items are weighted at approximately 33% and open-response items at approximately 67%.

Students in grades end-of-primary, 6 and 9 completed batteries of multiple-choice questions on the CTBS/5 (referred to as the National Norm Referenced Test) in selected content areas of reading, language arts and mathematics.

Schools are held accountable for all of the students enrolled in the school as of the first day of the testing window.

Kentucky law states that, "schools shall expect a high level of achievement of all students." It also states that, "schools shall be rewarded for an increased proportion of successful students, including those students who are at risk of school failure."

Therefore, there are virtually no exemptions from the testing. Students not included in the data summarized here include:

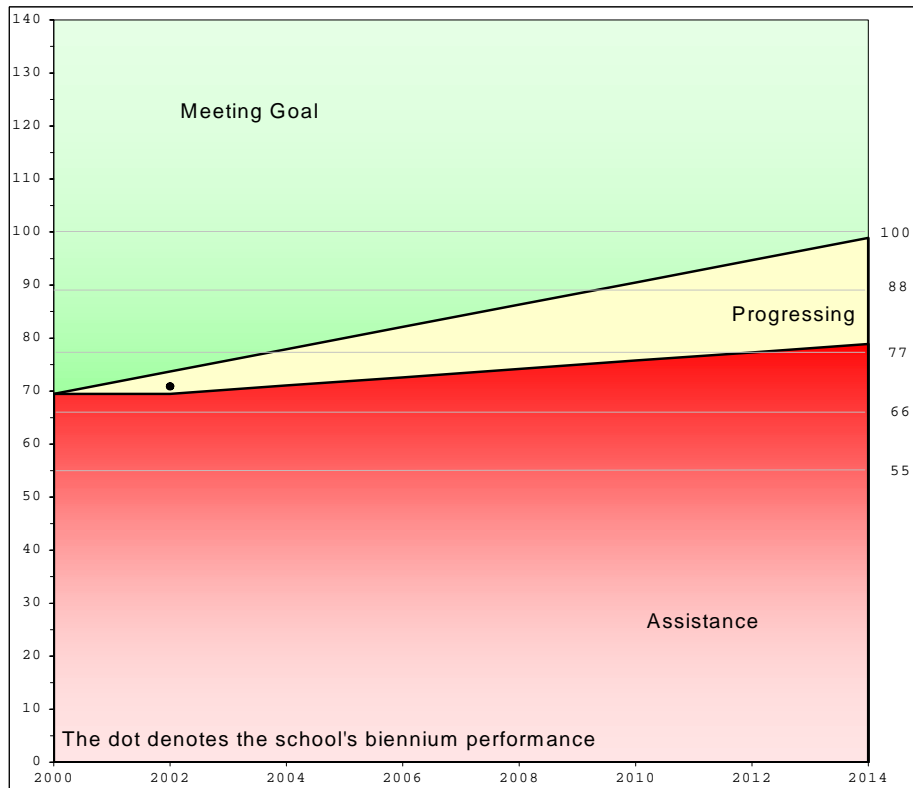
- Foreign exchange students.
- Students determined to be medically unable to participate in the assessment.
- (at the school's option) limited English-speaking students who have been enrolled in an English-speaking school for fewer than two years.

The number and percent of students who did not participate for these reasons are provided in this report. Any other student for whom the school is accountable but who was not tested is assigned to the "Novice Non-Performance" level. The number and percentage of students who received this type of "Novice" rating are also in the report.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY CYCLE 2002**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995



	School			Accountability		
	Index	% Novice	Dropout	Goal	Assistance	Novice
1999	67.4	24.30				
2000	73.7	19.64				
*Baseline	70.6	21.97		69.5		21.97
2001	68.5	25.12				
2002	73.2	19.99				
Combined	70.9	22.56		73.7	69.5	19.55
2003						
2004						
Combined				77.9	71.1	17.12
2005						
2006						
Combined				82.1	72.6	14.70
2007						
2008						
Combined				86.3	74.2	12.27
2009						
2010						
Combined				90.5	75.8	9.85
2011						
2012						
Combined				94.7	77.3	7.42
2013						
2014						
Combined				98.9	78.9	5.00
				Standard Error: 1.1		

Your school has been designated a "Progressing - Novice Reduction" school for Accountability Cycle 2002. Your school's growth accountability index falls below its goal point and meets or exceeds its assistance point for Accountability Cycle 2002. However, the school's student novice reduction rate is not meeting the novice reduction criteria under 703 KAR 5:020 Section 7 (4). To receive rewards under the provisions of this administrative regulation, a school shall reduce the percent of novices on a schedule so that by Spring 2014 five (5) percent or less of its students are scoring in the novice range of performance.

Recognition Points	
100	
88	
77	
66	NA
55	NA

NOTE: Your baseline index is the two-year average of your 1998-1999 and 1999-2000 scores. Your school's goal line, assistance line, and novice reduction rates are calculated from your school's scores for the baseline years 1998-1999 and 1999-2000.

Shares	
Meets Goal	0.0
Progressing	0.0
Recog. Pts.	0.0
Total	0.0



Kentucky Department  
of Education

**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: Elementary

Academic Index				
	1999	2000	2001	2002
Reading	76.5622	89.4310	73.5598	86.9262
Mathematics	59.2615	70.9738	51.1019	58.4418
Science	76.8130	66.7658	69.2232	81.9222
Social Studies	80.4002	82.2704	80.7900	64.4950
Arts and Humanities	39.8168	55.4509	39.6059	45.7367
Prac. Living/Voc. Studies	60.8079	81.2517	61.7783	56.6395
Writing	53.4788	63.4093	63.7007	67.4733
Total Academic Index	67.2	74.5	65.3	69.8

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	70.2128	87.9167	68.9655	97.5000

Elementary Accountability Index				
	1999	2000	2001	2002
Accountability Index	68.7	76.2	66.9	72.3

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	94.74	94.93	93.89	94.29
Dropout Rate				
Retention Rate	0.00	0.00	1.47	2.78
Successful Transition to Adult Life				
Non-Academic Index	95.7920	95.9440	94.8180	94.8760

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested End of Primary	47	48	29	40
Number Tested Grade 4	36	31	41	24
Number Tested Grade 5	37	36	28	41



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACCOUNTABILITY TREND**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: Middle School

Academic Index				
	1999	2000	2001	2002
Reading	86.5980	85.5200	81.2896	86.6430
Mathematics	54.8546	67.4262	56.9602	72.1210
Science	60.4636	63.5600	55.4376	73.6430
Social Studies	60.6215	61.8465	69.7210	59.1967
Arts and Humanities	61.1956	71.6576	65.6201	60.3218
Prac. Living/Voc. Studies	63.2799	68.7863	77.7105	56.6799
Writing	50.3753	56.8497	66.9523	70.6279
Total Academic Index	62.5	67.6	67.0	70.1

National Norm Referenced Test Index				
	1999	2000	2001	2002
CTBS/5 Survey	66.6667	85.2941	71.7647	94.1176

Middle School Accountability Index				
	1999	2000	2001	2002
Accountability Index	66.1	71.2	70.1	74.0

Non-Academic Indicators **				
	1999	2000	2001	2002
Attendance Rate	95.05	93.66	94.63	94.72
Dropout Rate	0.00	1.43	1.52	0.00
Retention Rate	0.00	1.03	1.04	0.00
Successful Transition to Adult Life				
Non-Academic Index	98.0200	96.7660	97.1320	97.8880

\*\* Nonacademic Indicators are lagged one year. For example 1999 values are for data collected in 1998, 2000 values are for data collected in 1999, etc.

Number of Accountability Students				
	1999	2000	2001	2002
Number Tested Grade 6	30	34	34	34
Number Tested Grade 7	43	25	34	32
Number Tested Grade 8	26	37	21	31



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	17	17	22	8										
	19	14	19	16	n	n	n		n	n	n			
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	35	28	37	22										
		3		1										
			1											
			1											
			2	1										
Title I (Participating) vs Non-Participating	36	31	41	24										
Migrant Program (Participating) vs Non-Participating	1	1												
	35	30	41	24										
Limited English Proficiency (Participating) vs Non-Participating	36	31	41	24										
Extended School Services (Participating) vs Non-Participating	9	10	18	8										
	27	21	23	16		n	n			n	n			
Gifted and Talented Program (Participating) vs Non-Participating	11	9	2	1										
	25	22	39	23	SD*				SD*					
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	23	17	28	19										
	13	14	13	5	n	SD*	n		n	SD*	n			
Disability Status (With) vs Without		2	1	1										
	36	29	40	23										

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	15	17	15	23																
	22	19	13	18	n	n	n	n	SD*	n	n	n	SD*	n	n	SD*	n	n	n	n
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	37	34	27	38																
			1	2																
		1																		
				1																
		1																		
Title I (Participating) vs Non-Participating	37	36	28	41																
Migrant Program (Participating) vs Non-Participating		1																		
	37	35	28	41																
Limited English Proficiency (Participating) vs Non-Participating	37	36	28	41																
Extended School Services (Participating) vs Non-Participating	14	19	1	10																
	23	17	27	31	SD*	n		n	SD*	n		SD*	n	n		SD*	SD*	n		n
Gifted and Talented Program (Participating) vs Non-Participating	3	7	1	2																
	34	29	27	39																
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	22	26	16	25																
	15	10	12	16	SD*	n	SD*	n	n	n	SD*	SD*	n	n	SD*	SD*	n	n	SD*	SD*
Disability Status (With) vs Without	3	2	3	2																
	34	34	25	39																

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

SUBGROUPS:	Number of Students				READING GAP				SCIENCE GAP					
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002		
Gender (Female) vs Male	17 26	9 16	16 18	12 20	n		SD*	SD*	n		n	n		
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	42 1	25	33 1	30 1										
Title I (Participating) vs Non-Participating	43	25	34	32										
Migrant Program (Participating) vs Non-Participating	2 41		1 33	1 31										
Limited English Proficiency (Participating) vs Non-Participating	43	25	34	32										
Extended School Services (Participating) vs Non-Participating	7 36	5 20	5 29	4 28										
Gifted and Talented Program (Participating) vs Non-Participating	5 38	8 17	3 31	8 24										
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	23 20	14 11	22 12	23 9	SD*	SD*	n		SD*	SD*	SD*			
Disability Status (With) vs Without	4 39	2 23	3 31	2 30										

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DISAGGREGATION GAP TRENDS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

SUBGROUPS:	Number of Students				MATHEMATICS GAP				SOCIAL STUDIES GAP				ART & HUMANITIES GAP				PL/VIS GAP			
	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002	1999	2000	2001	2002
Gender (Female) vs Male	11	14	7	16																
	15	23	14	15	n	n		n	n	n		SD*	n	n		SD*	n	n		n
Ethnicity (White) vs African American vs Hispanic vs Asian vs Other	25	36	21	31																
		1																		
	1																			
Title I (Participating) vs Non-Participating	26	37	21	31																
Migrant Program (Participating) vs Non-Participating		2																		
	26	35	21	31																
Limited English Proficiency (Participating) vs Non-Participating	26	37	21	31																
Extended School Services (Participating) vs Non-Participating	8	2																		
	18	35	21	31																
Gifted and Talented Program (Participating) vs Non-Participating	5	4	2	3																
	21	33	19	28																
Free and Reduced Lunch Program (Approved) vs Not Approved for F/R Meals	18	18	12	20																
	8	19	9	11		n		n		SD*		n		SD*		n		SD*		n
Disability Status (With) vs Without	2	3	4	4																
	24	34	17	27																

This report provides an analysis of the difference between subgroup scale scores for each of the 4 years reported. Practitioners should focus first on those differences that are statistically significant as denoted by SD\*. For more detail please refer to the Content Area Scale Score Data Disaggregation pages of this report.

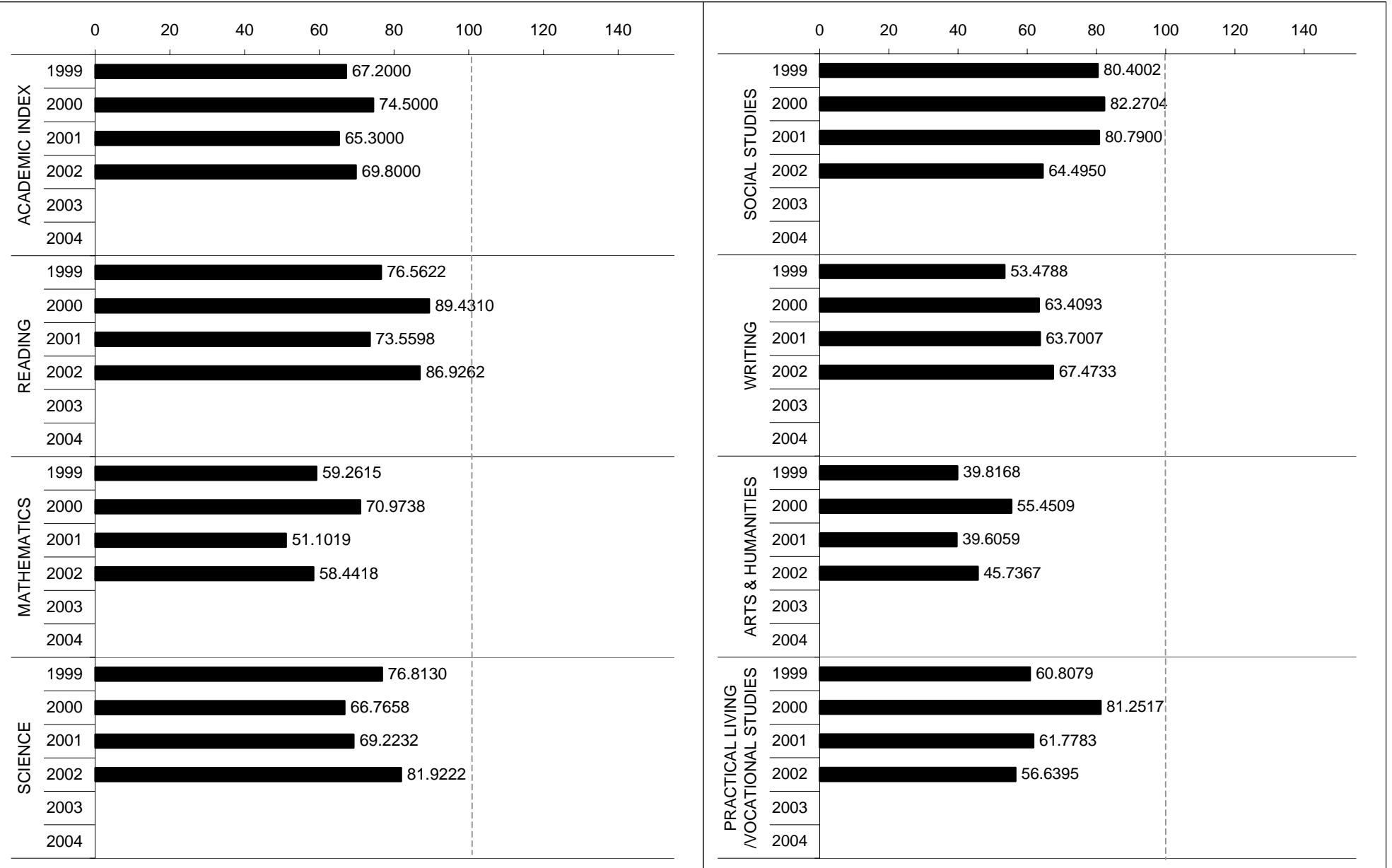
Legend: (-): all students (10 or more) scored at the same performance level blank: fewer than 10 students  
 (n): non-significant difference (SD\*): Significant difference at the .05 level

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students and do not include Alternate Portfolios.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

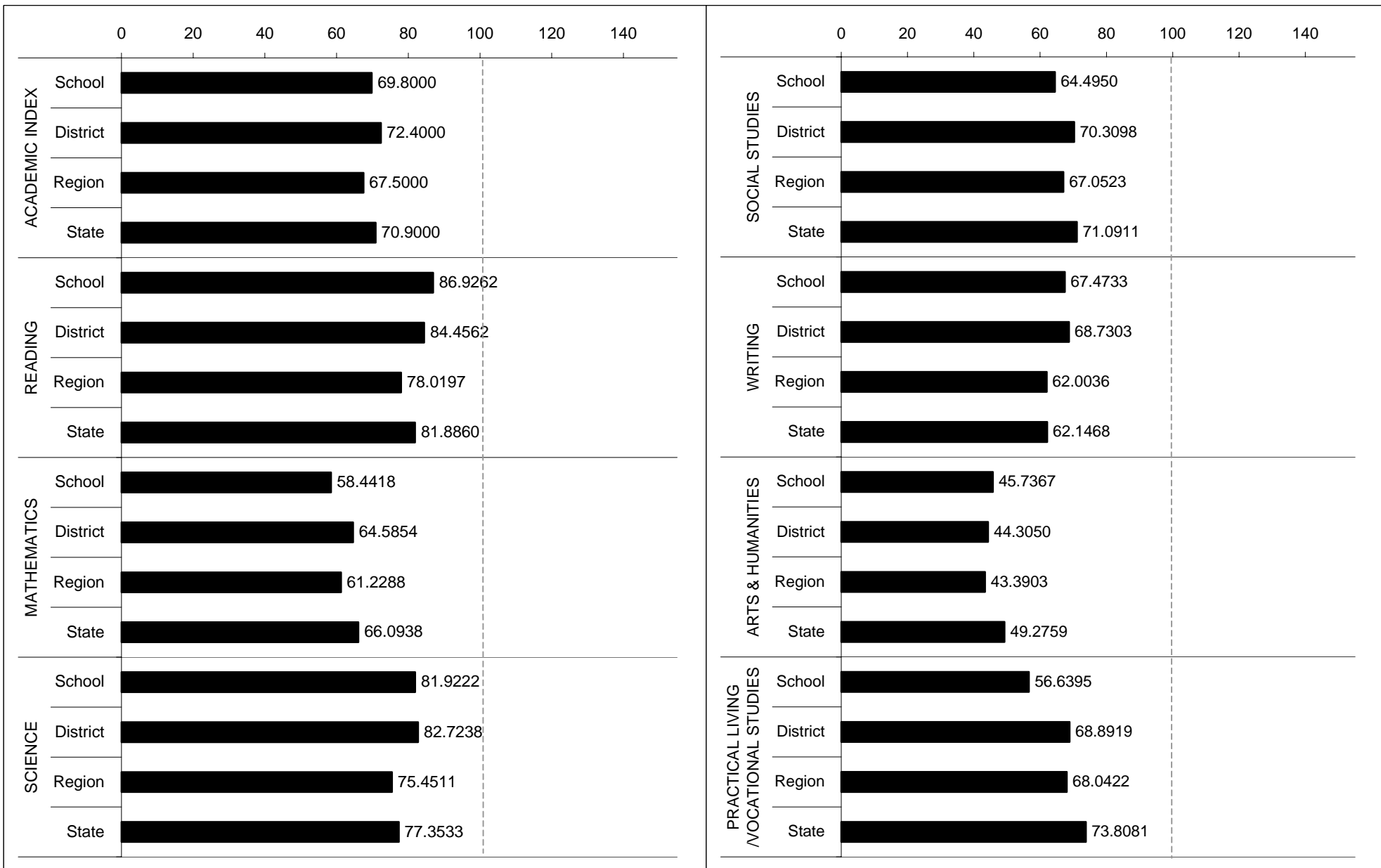
School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04/05





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACADEMIC INDEX COMPARISONS**

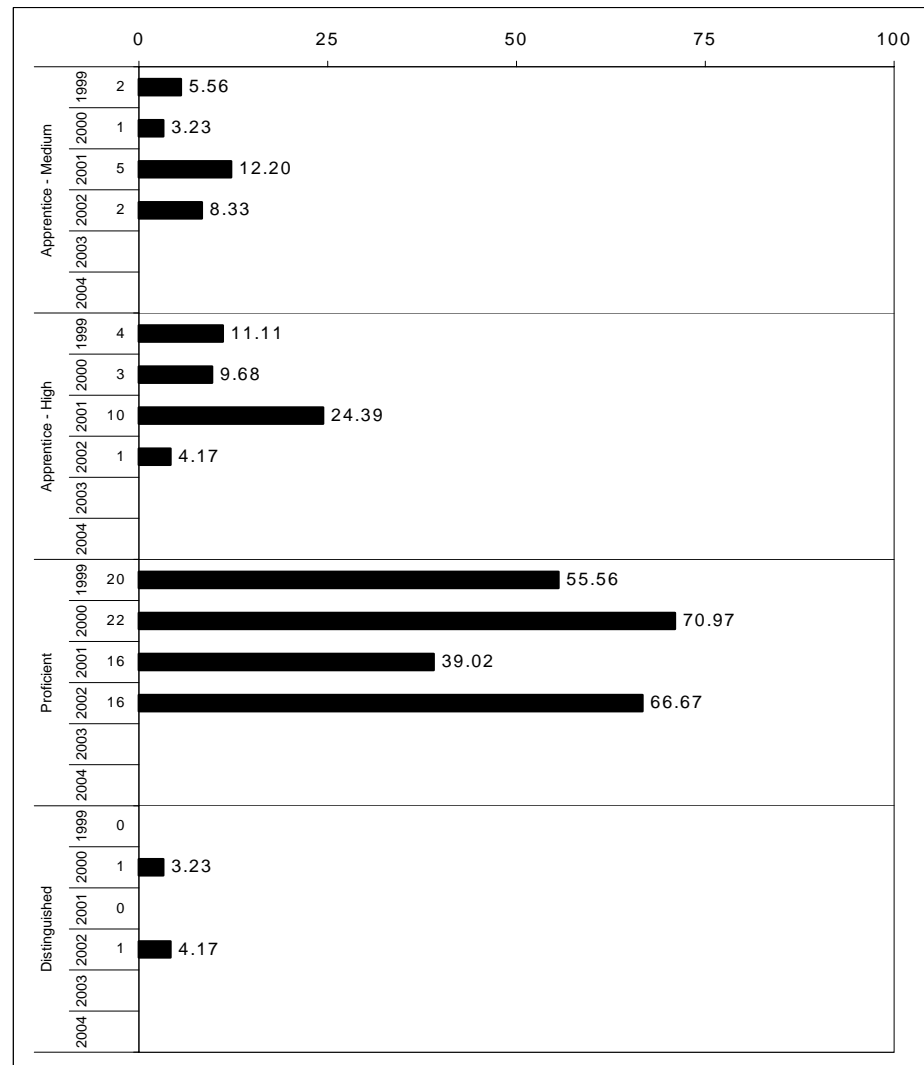
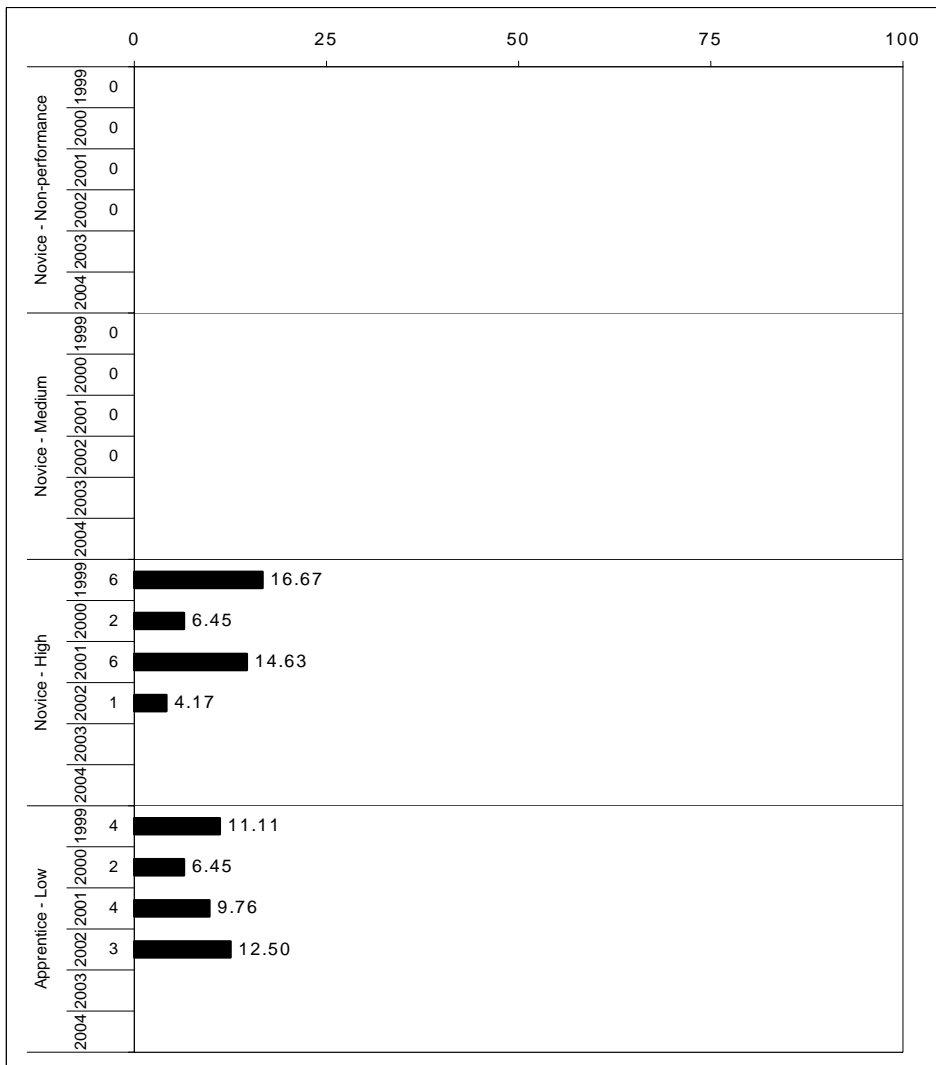
School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04/05





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

READING SUB-DOMAIN MEAN SCORES

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Literary	75	2.4	2.3									
Informational	40	2.3	2.3									
Persuasive	15	2.5	2.2									
Practical/Workplace	20	2.4	2.2									

School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 04

OPEN RESPONSE	No.	SCHOOL									STATE									School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	Observations			B	0	1	2	3	4				
1.0.x - Literary	15	72	0	0	15	65	18	1	2.1	0.1	146,558	0	4	22	54	17	3	1.9	0.2		
2.0.x - Informational	8	34	0	0	21	59	21	0	2.0	0.1	73,212	0	3	20	54	18	4	2.0	0.0		
3.0.x - Persuasive	3	14	0	0	0	93	7	0	2.1	0.2	24,490	0	3	21	57	17	2	1.9	0.2		
4.0.x - Practical/Workplace	4	24	0	0	8	67	25	0	2.2	0.2	48,852	0	5	22	48	20	5	2.0	0.2		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	2	<b>8%</b>	(5%)	3	<b>13%</b>	(27%)	10	<b>42%</b>	(45%)	9	<b>38%</b>	(23%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(1%)	0	<b>0%</b>	(2%)	13	<b>54%</b>	(59%)	11	<b>46%</b>	(37%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1	<b>4%</b>	(3%)	0	<b>0%</b>	(3%)	2	<b>8%</b>	(18%)	21	<b>88%</b>	(74%)	0	<b>0%</b>	(1%)
39 On a typical school day, how much time do you spend reading in classes other than reading class?	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
	2	<b>8%</b>	(4%)	10	<b>42%</b>	(51%)	8	<b>33%</b>	(32%)	3	<b>13%</b>	(7%)	0	<b>0%</b>	(5%)
													1	<b>4%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
40 listen to an adult read aloud	1	<b>4%</b>	(6%)	11	<b>46%</b>	(32%)	1	<b>4%</b>	(10%)	5	<b>21%</b>	(17%)	6	<b>25%</b>	(34%)
41 use a chart or web when you read	1	<b>4%</b>	(35%)	13	<b>54%</b>	(33%)	0	<b>0%</b>	(11%)	5	<b>21%</b>	(11%)	5	<b>21%</b>	(8%)
42 read stories, poems, or books other than a textbook	0	<b>0%</b>	(5%)	2	<b>8%</b>	(24%)	4	<b>17%</b>	(13%)	6	<b>25%</b>	(22%)	12	<b>50%</b>	(36%)
43 read newspapers or magazines	7	<b>29%</b>	(23%)	8	<b>33%</b>	(33%)	2	<b>8%</b>	(18%)	3	<b>13%</b>	(13%)	4	<b>17%</b>	(11%)
44 spend time thinking or talking about what you are going to read BEFORE you read	4	<b>17%</b>	(21%)	4	<b>17%</b>	(29%)	4	<b>17%</b>	(15%)	8	<b>33%</b>	(17%)	4	<b>17%</b>	(17%)
45 use a computer to read poems, articles, stories, or books	1	<b>4%</b>	(44%)	10	<b>42%</b>	(26%)	5	<b>21%</b>	(10%)	2	<b>8%</b>	(10%)	6	<b>25%</b>	(9%)
46 use a computer to answer questions about poems, articles, stories or books you have read	0	<b>0%</b>	(35%)	7	<b>29%</b>	(27%)	4	<b>17%</b>	(12%)	4	<b>17%</b>	(13%)	9	<b>38%</b>	(12%)
47 write about what you read	1	<b>4%</b>	(15%)	7	<b>29%</b>	(37%)	4	<b>17%</b>	(15%)	5	<b>21%</b>	(16%)	7	<b>29%</b>	(15%)
48 talk about what you read with a teacher or other students	1	<b>4%</b>	(13%)	8	<b>33%</b>	(33%)	3	<b>13%</b>	(14%)	3	<b>13%</b>	(17%)	9	<b>38%</b>	(21%)

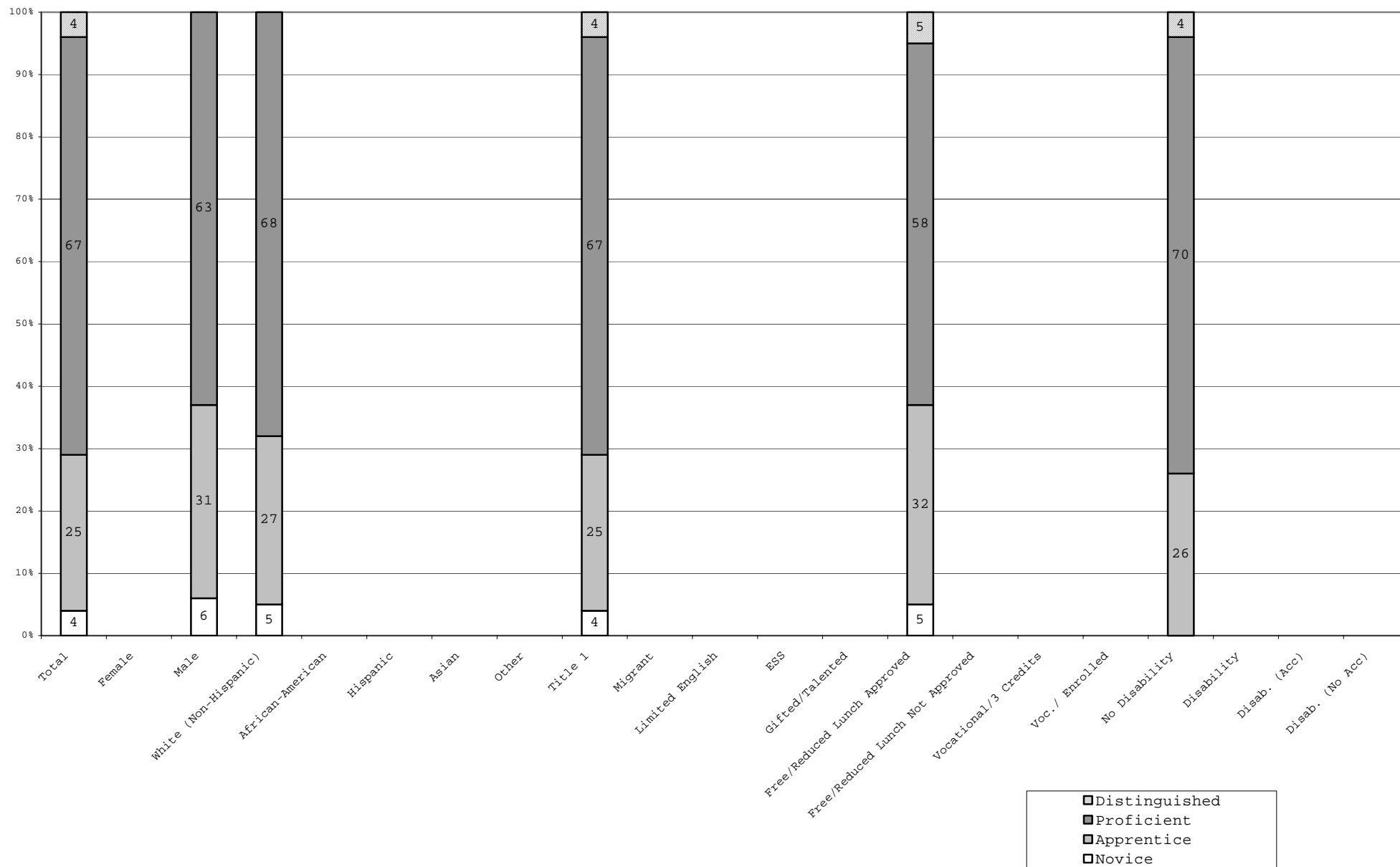
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



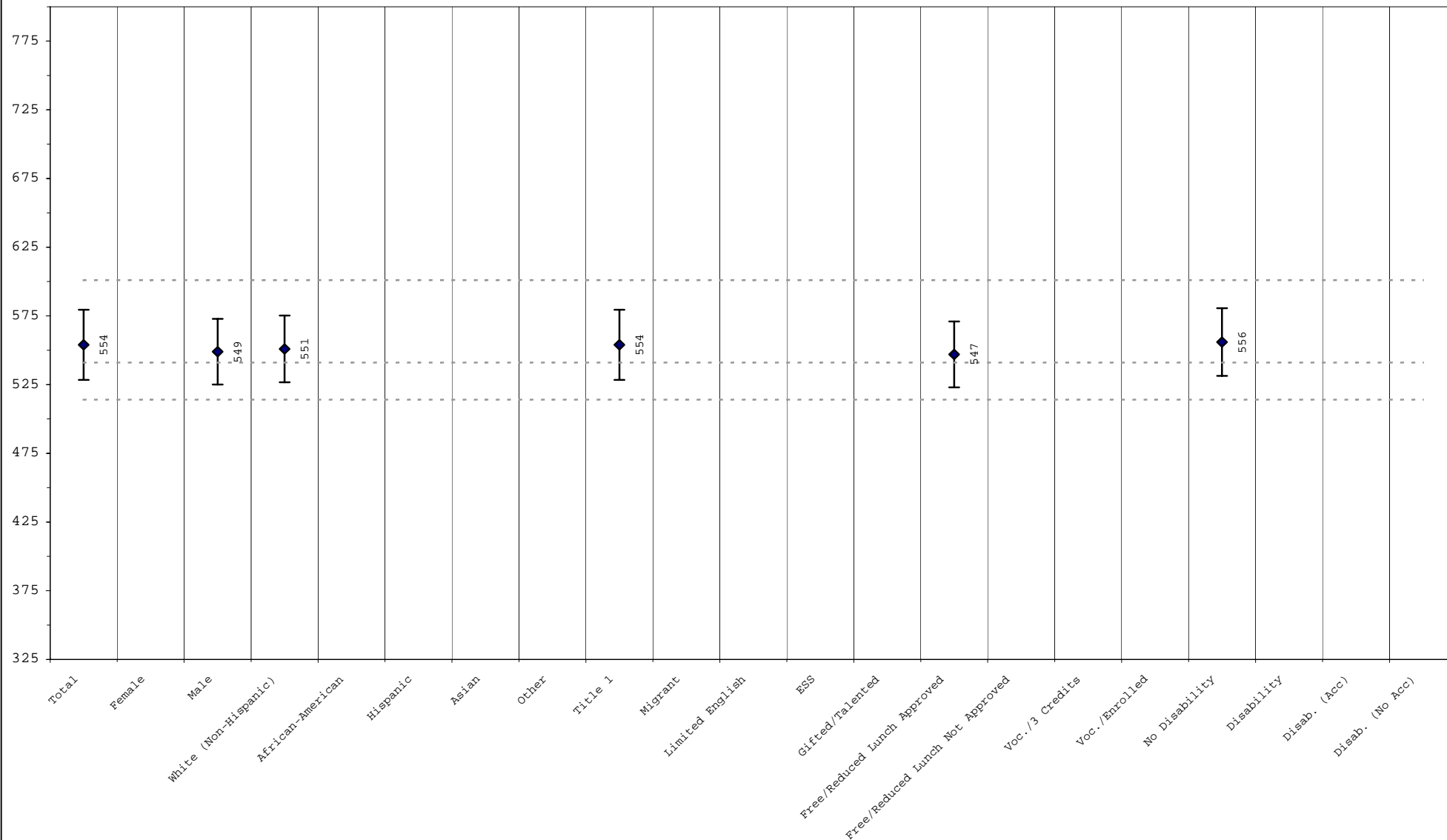
Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	24		554 ( 5.2)	823		551 ( 1.2)	3,266		543 ( 0.6)	48,888		548 ( 0.2)
Gender:												
Female	8	33%		383	47%	558 ( 1.8)	1,531	47%	550 ( 0.9)	23,522	48%	553 ( 0.2)
Male	16	67%	549 ( 6.0)	437	53%	546 ( 1.6)	1,732	53%	538 ( 0.8)	25,332	52%	543 ( 0.2)
Gap Female vs Male						12*			12*			10*
Ethnicity												
White (Non-Hispanic)	22	92%	551 ( 5.2)	799	97%	552 ( 1.2)	3,189	98%	543 ( 0.6)	41,691	85%	550 ( 0.2)
African-American	1	4%		8	1%		29	1%	538 ( 5.2)	5,494	11%	531 ( 0.5)
Hispanic				4			8			528	1%	539 ( 1.6)
Asian				1			2			305	1%	564 ( 2.0)
Other	1	4%		4			12		549 ( 8.6)	595	1%	547 ( 1.4)
Gap White vs African American									5			19*
Gap White vs Hispanic												11*
Gap White vs Asian												-14*
Gap White vs Other									-6			3*
Title I												
Participating Students	24	100%	554 ( 5.2)	823	100%	551 ( 1.2)	3,266	100%	543 ( 0.6)	33,183	68%	543 ( 0.2)
Not Participating										15,705	32%	558 ( 0.3)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students				25	3%	533 ( 7.3)	58	2%	529 ( 4.9)	692	1%	535 ( 1.2)
Not Participating	24	100%	554 ( 5.2)	798	97%	552 ( 1.2)	3,208	98%	544 ( 0.6)	48,196	99%	548 ( 0.2)
Gap Participating vs Non-Participating						-19*			-15*			-13*
Limited English Proficiency												
Participating Students							1			214		531 ( 2.5)
Not Participating	24	100%	554 ( 5.2)	823	100%	551 ( 1.2)	3,265	100%	543 ( 0.6)	48,674	100%	548 ( 0.2)
Gap Participating vs Non-Participating												-17*
Extended School Services												
Participating Students	8	33%		258	31%	547 ( 1.8)	1,267	39%	541 ( 1.0)	15,656	32%	542 ( 0.3)
Not Participating	16	67%	561 ( 6.7)	565	69%	553 ( 1.6)	1,999	61%	545 ( 0.8)	33,232	68%	551 ( 0.2)
Gap Participating vs Non-Participating						-6*			-4*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

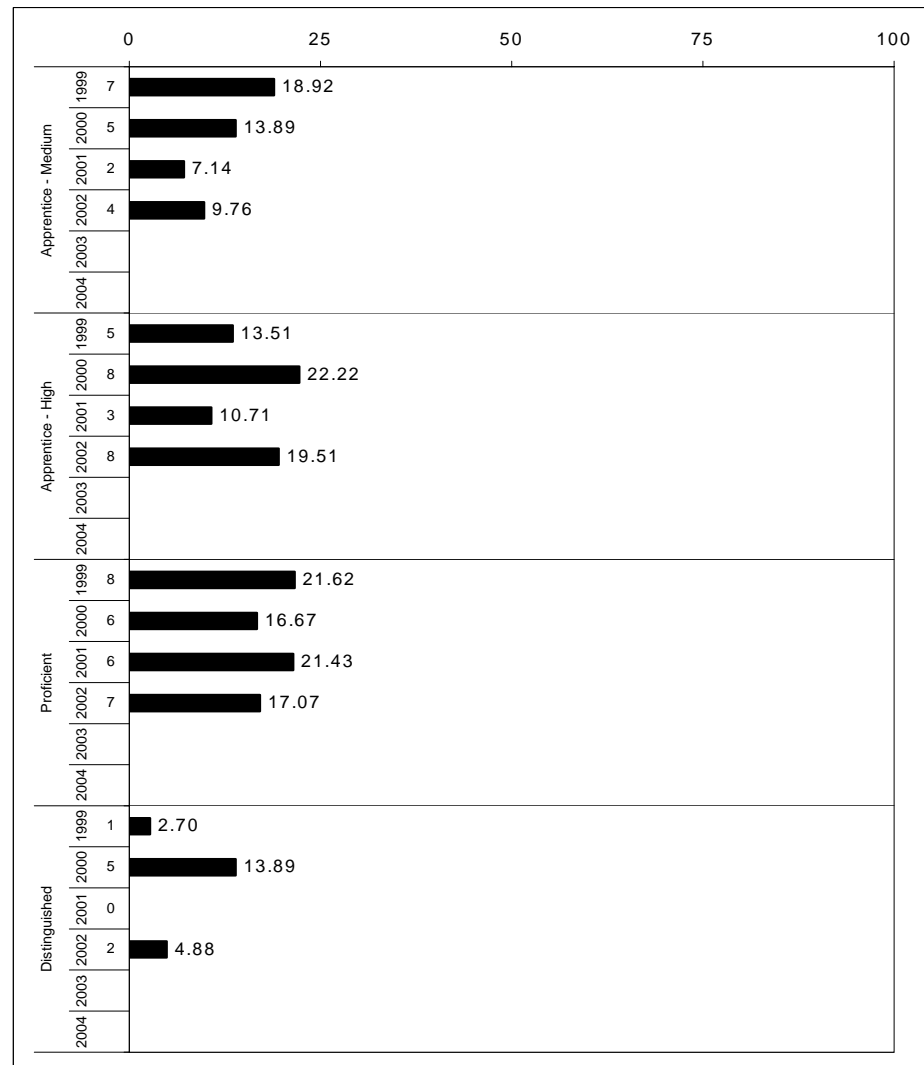
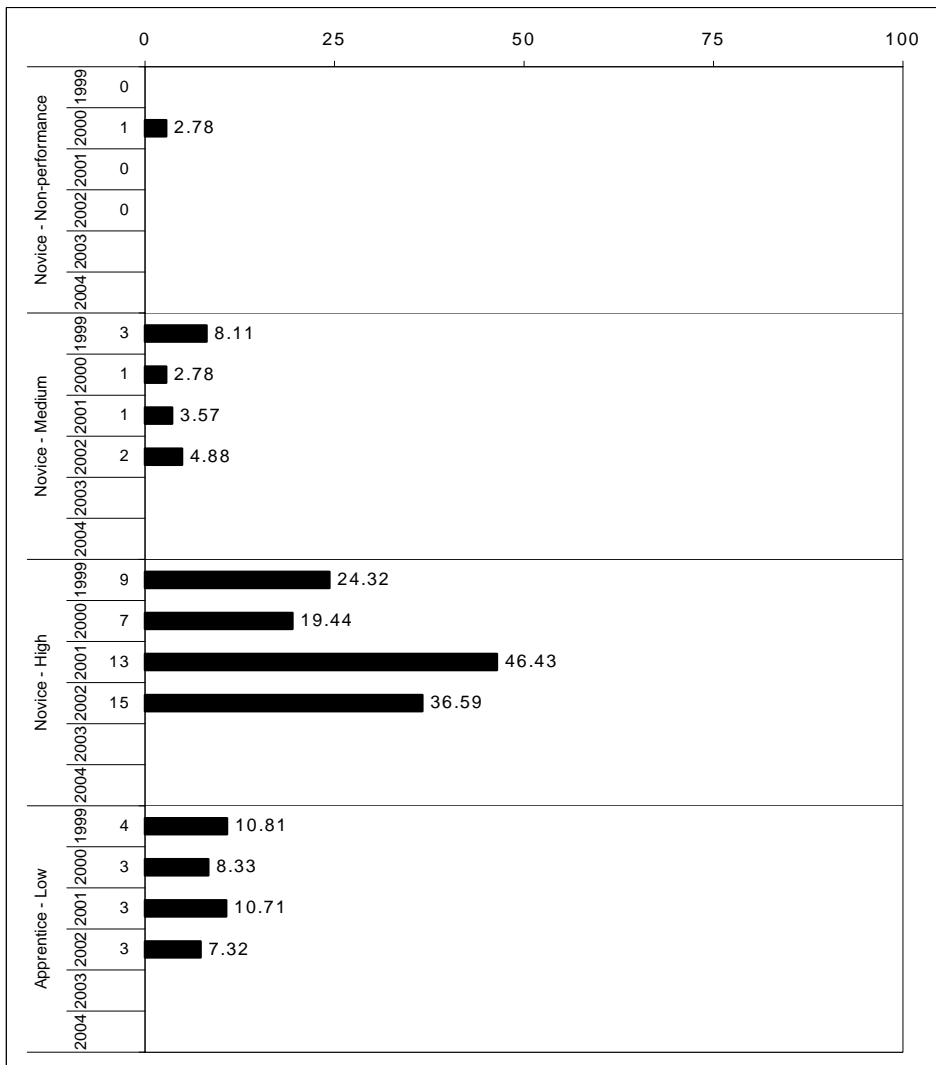
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	1	4%		88	11%	591 ( 3.9)	468	14%	574 ( 1.5)	8,197	17%	578 ( 0.3)
Not Participating	23	96%	552 ( 5.2)	735	89%	546 ( 1.2)	2,798	86%	538 ( 0.6)	40,691	83%	542 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						45*			36*			36*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	19	79%	547 ( 5.5)	569	69%	546 ( 1.3)	2,334	71%	539 ( 0.7)	24,818	51%	538 ( 0.2)
Not Approved (includes not coded)	5	21%		254	31%	564 ( 2.6)	932	29%	555 ( 1.2)	24,070	49%	559 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-18*			-16*			-21*
Disability Status												
Students without Disabilities (includes not coded)	23	96%	556 ( 5.1)	736	89%	554 ( 1.3)	2,886	88%	546 ( 0.7)	42,922	88%	551 ( 0.2)
Students with Disabilities	1	4%		87	11%	530 ( 3.0)	380	12%	524 ( 1.7)	5,966	12%	528 ( 0.5)
Tested with Accommodations	1	4%		79	10%	531 ( 3.3)	340	10%	526 ( 1.7)	4,758	10%	529 ( 0.5)
Tested without Accommodations				8	1%		40	1%	508 ( 6.6)	1,208	2%	525 ( 1.2)
<i>Gap With vs Without</i>						-24*			-22*			-23*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				3			6			96		
LEP										250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Number/Computation	73	2.1	2.2									
Geometry/Measurement	42	2.0	2.2									
Probability/Statistics	28	1.9	2.1									
Algebraic Ideas	24	1.9	2.1									

School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

OPEN RESPONSE	No.	SCHOOL										STATE									School
	Items	No.	Percents								Std.	No.	Percents								-State
	Observations	B	0	1	2	3	4	Mean	Err.	Observations	B	0	1	2	3	4	Mean	Mean			
1.x.x - Number/Computation	16	111	1	17	21	22	21	19	2.0	0.1	132,259	0	15	22	23	22	18	2.0	0.0		
1.1.x - Concepts	7	49	0	8	24	14	22	31	2.4	0.2	58,050	0	14	22	21	20	23	2.1	0.3		
1.2.x - Skills	12	82	1	20	18	23	23	15	1.9	0.1	98,942	0	16	23	23	22	16	2.0	-0.1		
1.3.x - Relationships	4	29	0	14	17	31	10	28	2.2	0.2	33,317	0	12	18	26	24	20	2.2	0.0		
2.x.x - Geometry/Measurement	10	68	0	25	24	22	19	10	1.7	0.2	82,772	0	19	19	26	22	14	1.9	-0.2		
2.1.x - Concepts	5	33	0	30	21	18	27	3	1.5	0.2	41,234	0	20	23	23	22	12	1.8	-0.3		
2.2.x - Skills	7	48	0	33	21	21	13	13	1.5	0.2	58,019	0	23	15	26	20	15	1.9	-0.4		
2.3.x - Relationships	4	27	0	26	33	22	19	0	1.3	0.3	33,158	0	22	23	23	20	11	1.7	-0.4		
3.x.x - Probability/Statistics	8	53	2	30	25	11	15	17	1.6	0.2	66,124	0	21	22	17	21	18	1.9	-0.3		
3.1.x - Concepts	2	13	0	54	15	0	0	31	1.4	0.5	16,465	0	33	14	12	13	28	1.9	-0.5		
3.2.x - Skills	8	53	2	30	25	11	15	17	1.6	0.2	66,124	0	21	22	17	21	18	1.9	-0.3		
3.3.x - Relationships	1	6							***		8,269	0	20	27	14	27	11	1.8			
4.x.x - Algebraic Ideas	7	49	0	29	20	8	29	14	1.8	0.2	57,885	0	17	22	15	28	17	2.0	-0.2		
4.1.x - Concepts	1	8							***		8,243	0	20	31	17	17	14	1.7			
4.2.x - Skills	6	41	0	32	20	2	32	15	1.8	0.2	49,642	0	17	21	15	30	17	2.1	-0.3		
4.3.x - Relationships	1	8							***		8,243	0	5	11	13	59	11	2.6			
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	57	474	62	38	0				0.62	0.02	579,280	67	33	0				0.67	-0.05		
1.1.x - Concepts	20	166	63	37	0				0.63	0.04	207,078	69	31	0				0.69	-0.06		
1.2.x - Skills	37	296	61	39	0				0.61	0.03	364,715	67	33	0				0.67	-0.06		
1.3.x - Relationships	7	79	73	27	0				0.73	0.05	90,867	66	34	0				0.66	0.07		
2.x.x - Geometry/Measurement	32	257	58	42	0				0.58	0.03	306,040	64	36	0				0.64	-0.06		
2.1.x - Concepts	11	76	49	51	0				0.49	0.06	91,027	63	37	0				0.63	-0.14		
2.2.x - Skills	17	139	61	39	0				0.61	0.04	165,400	64	36	0				0.64	-0.03		
2.3.x - Relationships	7	64	56	44	0				0.56	0.06	74,505	62	38	0				0.62	-0.06		
3.x.x - Probability/Statistics	20	156	60	40	0				0.60	0.04	190,357	65	35	0				0.65	-0.05		
3.1.x - Concepts	6	46	54	46	0				0.54	0.07	57,884	67	33	0				0.67	-0.13		
3.2.x - Skills	14	110	62	38	0				0.62	0.05	132,445	64	36	0				0.64	-0.02		
3.3.x - Relationships	1	6							****		8,269	68	32	0				0.68			
4.x.x - Algebraic Ideas	17	139	56	44	0				0.56	0.04	165,364	59	41	0				0.59	-0.03		
4.1.x - Concepts	3	22	64	36	0				0.64	0.11	24,892	53	47	0				0.53	0.11		
4.2.x - Skills	15	125	56	44	0				0.56	0.04	148,715	60	40	0				0.60	-0.04		
4.3.x - Relationships	1	7							****		8,240	47	53	0				0.47			

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	0	<b>0%</b>	(1%)	3	<b>7%</b>	(10%)	19	<b>46%</b>	(52%)	19	<b>46%</b>	(37%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(1%)	1	<b>2%</b>	(2%)	25	<b>61%</b>	(58%)	14	<b>34%</b>	(39%)	1	<b>2%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(2%)	0	<b>0%</b>	(2%)	8	<b>20%</b>	(13%)	32	<b>78%</b>	(81%)	1	<b>2%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	3	<b>7%</b>	(6%)	28	<b>68%</b>	(65%)	4	<b>10%</b>	(9%)	2	<b>5%</b>	(13%)	3	<b>7%</b>	(6%)
40 work on mathematics tasks/projects that require more than one class period	5	<b>12%</b>	(16%)	20	<b>49%</b>	(45%)	6	<b>15%</b>	(14%)	5	<b>12%</b>	(14%)	4	<b>10%</b>	(11%)
41 use a calculator	0	<b>0%</b>	(6%)	21	<b>51%</b>	(38%)	6	<b>15%</b>	(11%)	7	<b>17%</b>	(20%)	6	<b>15%</b>	(24%)
42 use a computer	4	<b>10%</b>	(34%)	17	<b>41%</b>	(28%)	5	<b>12%</b>	(14%)	6	<b>15%</b>	(13%)	8	<b>20%</b>	(10%)
43 write about mathematics	8	<b>20%</b>	(17%)	14	<b>34%</b>	(33%)	5	<b>12%</b>	(13%)	7	<b>17%</b>	(16%)	6	<b>15%</b>	(18%)
44 use hands-on materials other than books, worksheets, calculators or computers	5	<b>12%</b>	(9%)	18	<b>44%</b>	(40%)	5	<b>12%</b>	(14%)	6	<b>15%</b>	(18%)	6	<b>15%</b>	(17%)
45 draw pictures or charts to help explain your thinking	4	<b>10%</b>	(4%)	20	<b>49%</b>	(34%)	7	<b>17%</b>	(16%)	2	<b>5%</b>	(25%)	6	<b>15%</b>	(20%)
46 discuss different ways to solve problems	1	<b>2%</b>	(3%)	15	<b>37%</b>	(18%)	7	<b>17%</b>	(12%)	6	<b>15%</b>	(25%)	11	<b>27%</b>	(41%)
47 receive notes or comments about your work that help you understand mathematics	10	<b>24%</b>	(15%)	10	<b>24%</b>	(34%)	1	<b>2%</b>	(14%)	10	<b>24%</b>	(18%)	9	<b>22%</b>	(18%)
48 work on mathematics that is about real-life experiences	9	<b>22%</b>	(13%)	12	<b>29%</b>	(32%)	4	<b>10%</b>	(14%)	5	<b>12%</b>	(19%)	10	<b>24%</b>	(21%)

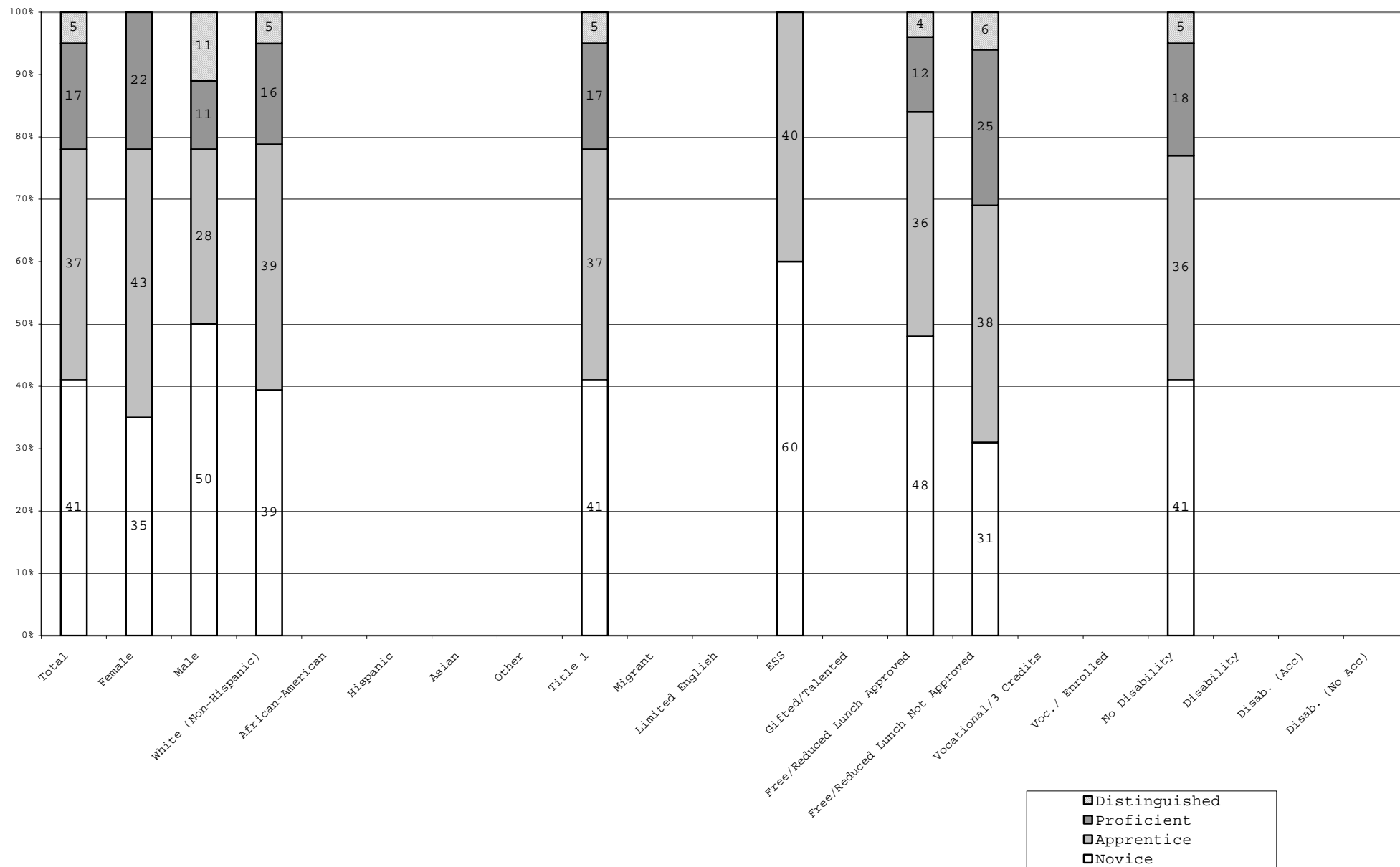
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



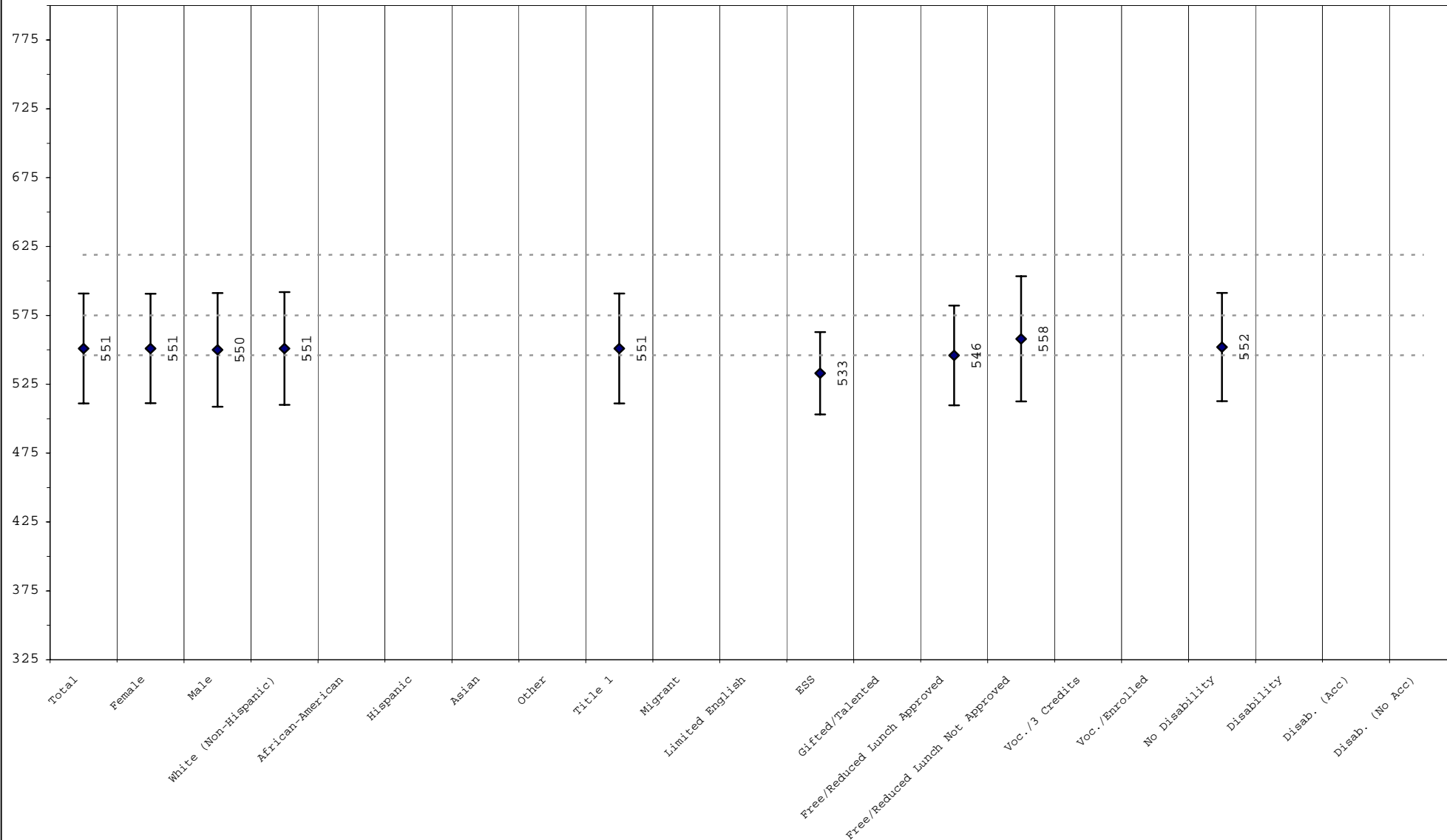
Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	41		551 ( 6.2)	789		560 ( 1.6)	3,300		554 ( 0.8)	49,793		561 ( 0.2)
Gender:												
Female	23	56%	551 ( 8.3)	388	49%	558 ( 2.3)	1,638	50%	557 ( 1.1)	24,359	49%	562 ( 0.3)
Male	18	44%	550 ( 9.7)	401	51%	561 ( 2.1)	1,659	50%	552 ( 1.1)	25,404	51%	559 ( 0.3)
Gap Female vs Male			1			-3			5*			3*
Ethnicity												
White (Non-Hispanic)	38	93%	551 ( 6.6)	780	99%	559 ( 1.6)	3,236	98%	554 ( 0.8)	42,731	86%	563 ( 0.2)
African-American	2	5%		2			25	1%	531 (10.4)	5,488	11%	539 ( 0.6)
Hispanic				1			5			496	1%	554 ( 1.9)
Asian	1	2%		2			11		602 (10.9)	299	1%	592 ( 2.5)
Other				3			14		559 ( 8.9)	593	1%	557 ( 1.9)
Gap White vs African American									23*			24*
Gap White vs Hispanic												9*
Gap White vs Asian									-48*			-29*
Gap White vs Other									-5			6*
Title I												
Participating Students	41	100%	551 ( 6.2)	789	100%	560 ( 1.6)	3,300	100%	554 ( 0.8)	33,214	67%	554 ( 0.2)
Not Participating										16,579	33%	573 ( 0.3)
Gap Participating vs Non-Participating												-19*
Migrant Program												
Participating Students				15	2%	548 ( 6.9)	39	1%	547 ( 8.0)	685	1%	543 ( 1.5)
Not Participating	41	100%	551 ( 6.2)	774	98%	560 ( 1.6)	3,261	99%	555 ( 0.8)	49,108	99%	561 ( 0.2)
Gap Participating vs Non-Participating						-12			-8			-18*
Limited English Proficiency												
Participating Students										188		549 ( 3.3)
Not Participating	41	100%	551 ( 6.2)	789	100%	560 ( 1.6)	3,300	100%	554 ( 0.8)	49,605	100%	561 ( 0.2)
Gap Participating vs Non-Participating												-12*
Extended School Services												
Participating Students	10	24%	533 ( 9.4)	182	23%	550 ( 2.8)	1,042	32%	553 ( 1.3)	12,749	26%	550 ( 0.4)
Not Participating	31	76%	556 ( 7.5)	607	77%	563 ( 1.8)	2,258	68%	555 ( 1.0)	37,044	74%	564 ( 0.2)
Gap Participating vs Non-Participating			-23			-13*			-2			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

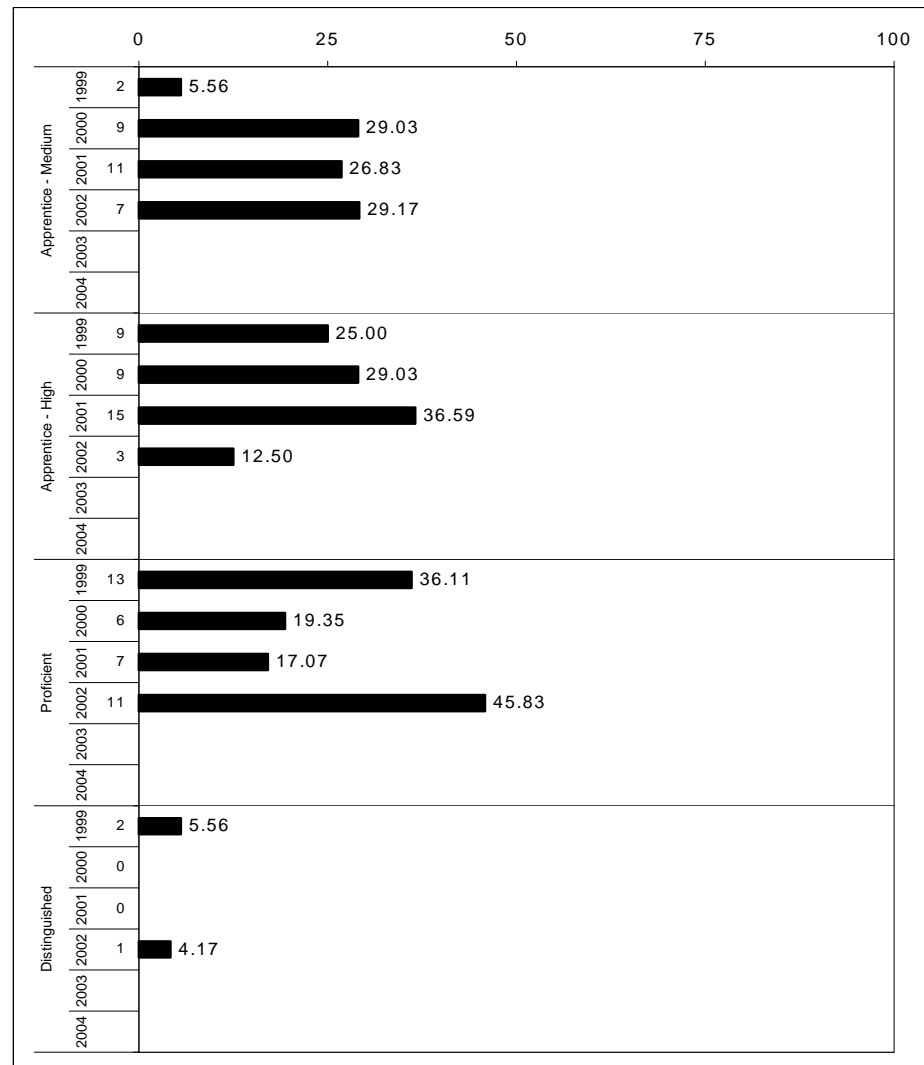
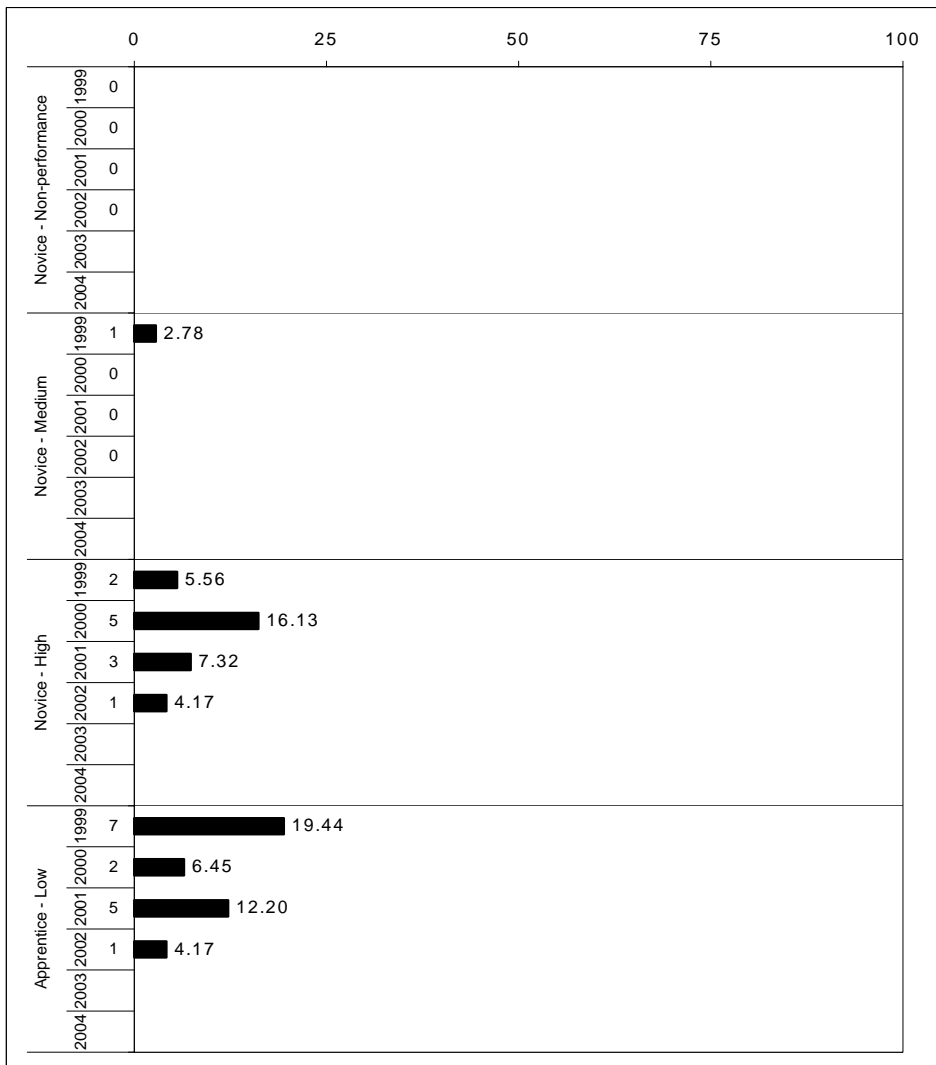
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	2	5%		117	15%	600 ( 2.7)	589	18%	593 ( 1.5)	9,045	18%	598 ( 0.4)
Not Participating	39	95%	548 ( 6.2)	672	85%	553 ( 1.6)	2,711	82%	546 ( 0.8)	40,748	82%	552 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						47*			47*			46*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	25	61%	546 ( 7.2)	486	62%	551 ( 1.9)	2,297	70%	547 ( 0.9)	24,641	49%	547 ( 0.3)
Not Approved (includes not coded)	16	39%	558 (11.4)	303	38%	574 ( 2.5)	1,003	30%	571 ( 1.3)	25,152	51%	574 ( 0.3)
<i>Gap Approved vs Not Approved</i>			-12			-23*			-24*			-27*
Disability Status												
Students without Disabilities (includes not coded)	39	95%	552 ( 6.3)	716	91%	564 ( 1.5)	2,903	88%	560 ( 0.8)	43,602	88%	565 ( 0.2)
Students with Disabilities	2	5%		73	9%	513 ( 5.8)	397	12%	516 ( 2.6)	6,191	12%	527 ( 0.7)
Tested with Accommodations	1	2%		64	8%	516 ( 5.9)	342	10%	517 ( 2.6)	5,006	10%	525 ( 0.7)
Tested without Accommodations	1	2%		9	1%		55	2%	509 ( 9.7)	1,185	2%	532 ( 1.6)
<i>Gap With vs Without</i>						-51*			-44*			-38*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				2			6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



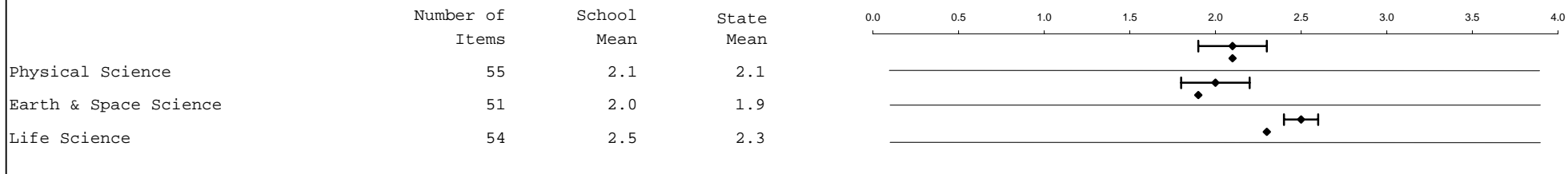
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

SCIENCE SUB-DOMAIN MEAN SCORES



School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

SUB-DOMAIN (This page)

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

CORE CONTENT (Next page)

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

OPEN RESPONSE	No.	SCHOOL										STATE									School
	Items	No.	Percents							Mean	Std. Err.	No. Observations	Percents							Mean	-State Mean
		Observations	B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Physical Science	12	48	0	13	29	38	19	2	1.7	0.2	97,704	0	18	27	29	18	8	1.7	0.0		
1.1.x - Object/Material Properties	3	10	0	10	10	40	40	0	2.1	0.4	24,377	0	20	23	27	15	14	1.8	0.3		
1.2.x - Object's Positions/Motions	3	12	0	8	33	42	17	0	1.7	0.3	24,464	0	16	35	32	14	3	1.5	0.2		
1.3.x - Light/Heat/Elec./Magnetism	7	29	0	14	31	38	14	3	1.6	0.2	56,990	0	19	24	28	22	7	1.8	-0.2		
2.x.x - Earth & Space Science	11	44	0	18	32	32	18	0	1.5	0.2	89,581	0	24	30	26	14	5	1.5	0.0		
2.1.x - Earth Materials:Properties	3	11	0	27	27	27	18	0	1.4	0.4	24,354	0	26	30	25	13	6	1.4	0.0		
2.2.x - Objects in the Sky	1	5							***		8,231	0	3	14	46	29	7	2.2			
2.3.x - Earth/Sky Changes	7	28	0	18	36	25	21	0	1.5	0.2	56,996	0	26	33	24	12	5	1.4	0.1		
3.x.x - Life Science	15	61	0	2	16	48	30	5	2.2	0.1	122,179	0	7	20	39	25	9	2.1	0.1		
3.1.x - Organisms:Characteristics	9	37	0	3	11	62	16	8	2.2	0.2	73,418	0	5	18	40	28	10	2.2	0.0		
3.2.x - Life Cycle of Organisms	1	5							***		8,138	0	4	15	37	35	10	2.3			
3.3.x - Organisms:Environment	7	28	0	0	29	29	39	4	2.2	0.2	56,975	0	11	23	37	21	8	1.9	0.3		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult									Correct	Incorrect	Omit/Mult					
1.x.x - Physical Science	43	200	75	25	0						0.75	0.03	407,060	69	31	0	0.69 0.06				
1.1.x - Object/Material Properties	11	53	83	17	0						0.83	0.06	105,935	71	29	0	0.71 0.12				
1.2.x - Object's Positions/Motions	10	53	85	15	0						0.85	0.06	105,842	78	22	0	0.78 0.07				
1.3.x - Light/Heat/Elec./Magnetism	24	103	66	34	0						0.66	0.05	211,637	65	35	0	0.64 0.02				
2.x.x - Earth & Space Science	40	191	71	29	0						0.71	0.03	390,805	66	34	0	0.66 0.05				
2.1.x - Earth Materials:Properties	14	67	72	28	0						0.72	0.06	138,422	68	32	0	0.68 0.04				
2.2.x - Objects in the Sky	4	21	71	29	0						0.71	0.10	40,740	70	30	0	0.70 0.01				
2.3.x - Earth/Sky Changes	23	107	70	30	0						0.70	0.05	219,766	64	36	0	0.64 0.06				
3.x.x - Life Science	39	193	74	26	0						0.74	0.03	390,833	69	31	0	0.69 0.05				
3.1.x - Organisms:Characteristics	20	94	76	25	0						0.76	0.05	195,285	67	33	0	0.67 0.09				
3.2.x - Life Cycle of Organisms	9	44	73	27	0						0.73	0.07	89,581	70	30	0	0.70 0.03				
3.3.x - Organisms:Environment	13	67	72	28	0						0.72	0.06	130,446	69	31	0	0.69 0.03				

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	1	<b>4%</b>	(2%)	2	<b>8%</b>	(18%)	9	<b>38%</b>	(51%)	12	<b>50%</b>	(28%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(1%)	0	<b>0%</b>	(3%)	11	<b>46%</b>	(56%)	13	<b>54%</b>	(38%)	0	<b>0%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1	<b>4%</b>	(3%)	0	<b>0%</b>	(3%)	2	<b>8%</b>	(16%)	21	<b>88%</b>	(76%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	0	<b>0%</b>	(11%)	0	<b>0%</b>	(32%)	0	<b>0%</b>	(10%)	9	<b>38%</b>	(20%)	15	<b>63%</b>	(26%)
40 read about science in magazines or books other than a textbook	2	<b>8%</b>	(19%)	9	<b>38%</b>	(37%)	3	<b>13%</b>	(15%)	7	<b>29%</b>	(16%)	3	<b>13%</b>	(12%)
41 work on worksheets	0	<b>0%</b>	(2%)	1	<b>4%</b>	(22%)	0	<b>0%</b>	(10%)	5	<b>21%</b>	(25%)	17	<b>71%</b>	(39%)
42 work with other students in pairs, small groups or teams	0	<b>0%</b>	(6%)	12	<b>50%</b>	(52%)	4	<b>17%</b>	(15%)	6	<b>25%</b>	(17%)	2	<b>8%</b>	(9%)
43 watch your teacher do a science experiment/demonstration	0	<b>0%</b>	(7%)	5	<b>21%</b>	(49%)	10	<b>42%</b>	(15%)	7	<b>29%</b>	(16%)	2	<b>8%</b>	(12%)
44 watch a video	0	<b>0%</b>	(4%)	3	<b>13%</b>	(48%)	2	<b>8%</b>	(18%)	9	<b>38%</b>	(18%)	10	<b>42%</b>	(12%)
45 do experiments/investigations about things in which you are interested	0	<b>0%</b>	(13%)	7	<b>29%</b>	(44%)	1	<b>4%</b>	(17%)	10	<b>42%</b>	(15%)	6	<b>25%</b>	(9%)
46 do experiments/investigations about things your teacher wants you to study	0	<b>0%</b>	(8%)	4	<b>17%</b>	(40%)	2	<b>8%</b>	(18%)	9	<b>38%</b>	(17%)	9	<b>38%</b>	(15%)
47 use equipment like rulers or magnets in your experiments/investigations	0	<b>0%</b>	(8%)	9	<b>38%</b>	(44%)	4	<b>17%</b>	(17%)	7	<b>29%</b>	(17%)	4	<b>17%</b>	(12%)
48 draw or write about your experiments/investigations	0	<b>0%</b>	(10%)	5	<b>21%</b>	(39%)	4	<b>17%</b>	(19%)	9	<b>38%</b>	(17%)	6	<b>25%</b>	(14%)
49 talk about your experiments/investigations with a teacher or other students	0	<b>0%</b>	(12%)	4	<b>17%</b>	(36%)	5	<b>21%</b>	(17%)	6	<b>25%</b>	(17%)	9	<b>38%</b>	(17%)

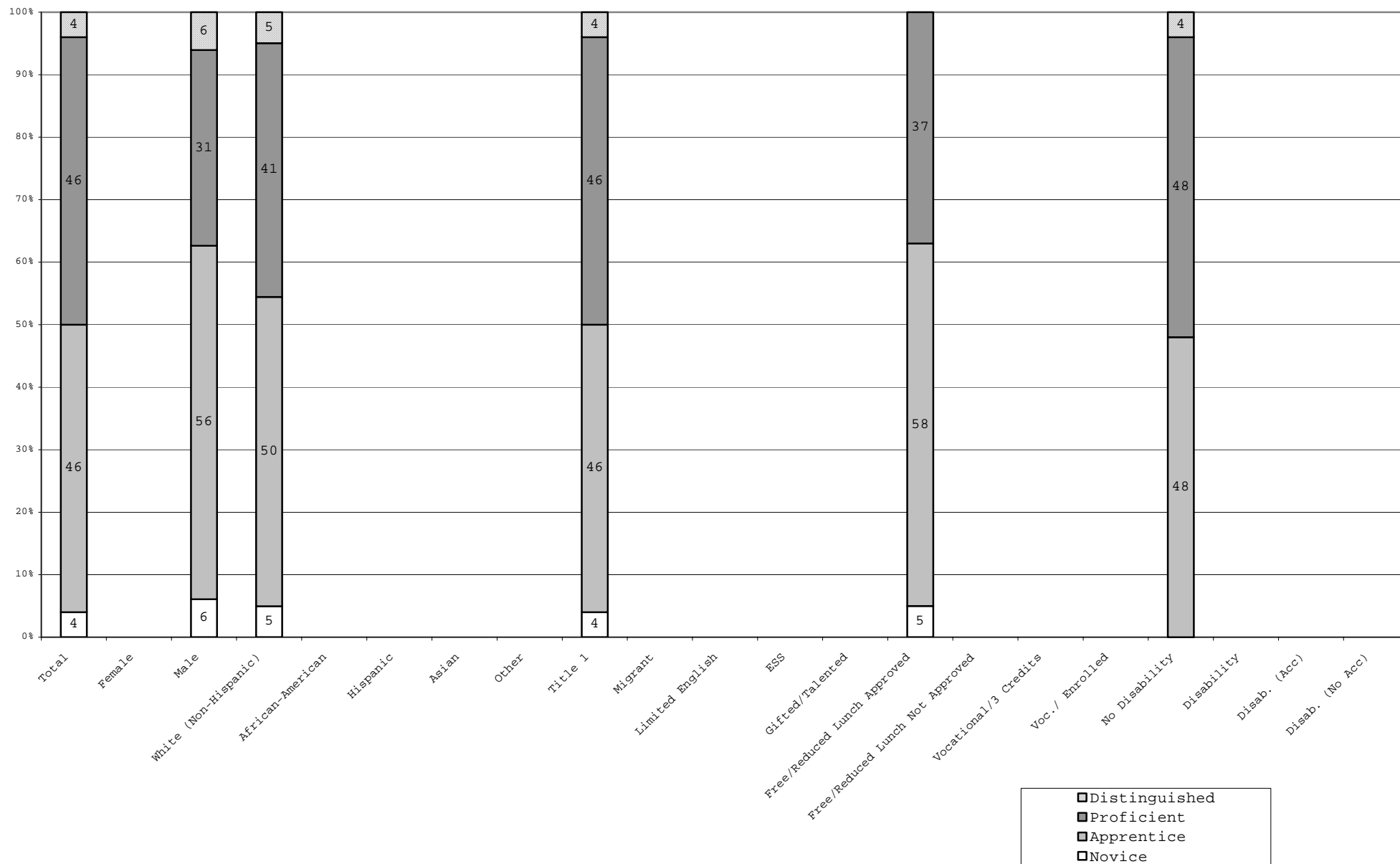
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



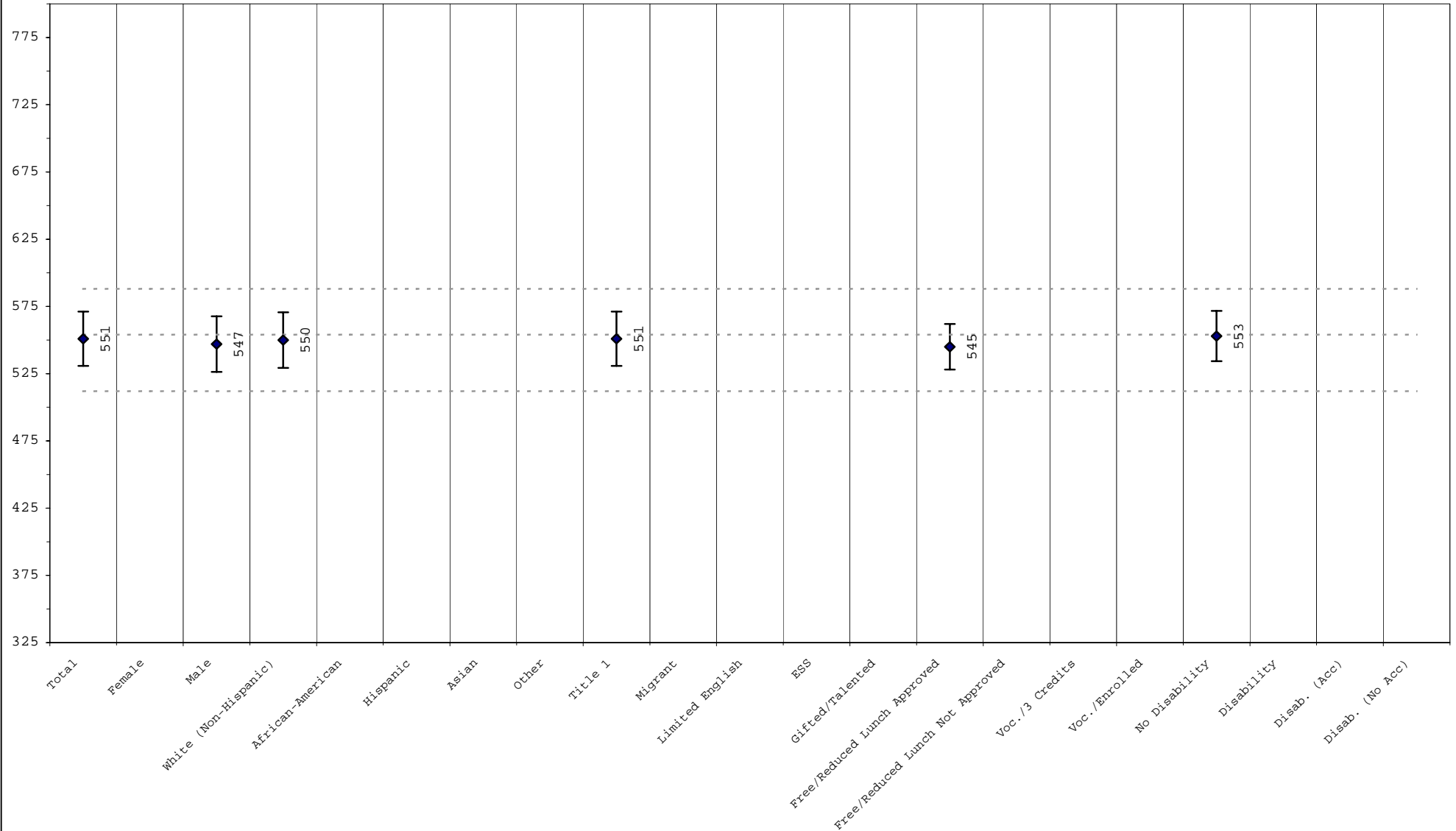
Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 04

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	24		551 ( 4.1)	823		551 ( 1.0)	3,266		544 ( 0.6)	48,888		546 ( 0.1)
Gender:												
Female	8	33%		383	47%	552 ( 1.4)	1,531	47%	544 ( 0.8)	23,522	48%	546 ( 0.2)
Male	16	67%	547 ( 5.2)	437	53%	551 ( 1.4)	1,732	53%	543 ( 0.8)	25,332	52%	546 ( 0.2)
Gap Female vs Male						1			1			
Ethnicity												
White (Non-Hispanic)	22	92%	550 ( 4.4)	799	97%	552 ( 1.0)	3,189	98%	544 ( 0.6)	41,691	85%	549 ( 0.1)
African-American	1	4%		8	1%		29	1%	541 ( 6.4)	5,494	11%	527 ( 0.5)
Hispanic				4			8			528	1%	535 ( 1.6)
Asian				1			2			305	1%	559 ( 1.8)
Other	1	4%		4			12		549 ( 6.3)	595	1%	543 ( 1.3)
Gap White vs African American									3			22*
Gap White vs Hispanic												14*
Gap White vs Asian												-10*
Gap White vs Other									-5			6*
Title I												
Participating Students	24	100%	551 ( 4.1)	823	100%	551 ( 1.0)	3,266	100%	544 ( 0.6)	33,183	68%	542 ( 0.2)
Not Participating										15,705	32%	554 ( 0.2)
Gap Participating vs Non-Participating												-12*
Migrant Program												
Participating Students				25	3%	536 ( 7.3)	58	2%	534 ( 4.1)	692	1%	537 ( 1.2)
Not Participating	24	100%	551 ( 4.1)	798	97%	552 ( 1.0)	3,208	98%	544 ( 0.6)	48,196	99%	546 ( 0.1)
Gap Participating vs Non-Participating						-16*			-10*			-9*
Limited English Proficiency												
Participating Students							1			214		526 ( 2.7)
Not Participating	24	100%	551 ( 4.1)	823	100%	551 ( 1.0)	3,265	100%	544 ( 0.6)	48,674	100%	546 ( 0.1)
Gap Participating vs Non-Participating												-20*
Extended School Services												
Participating Students	8	33%		258	31%	552 ( 1.7)	1,267	39%	543 ( 0.9)	15,656	32%	541 ( 0.2)
Not Participating	16	67%	557 ( 5.3)	565	69%	551 ( 1.3)	1,999	61%	544 ( 0.7)	33,232	68%	548 ( 0.2)
Gap Participating vs Non-Participating						1			-1			-7*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

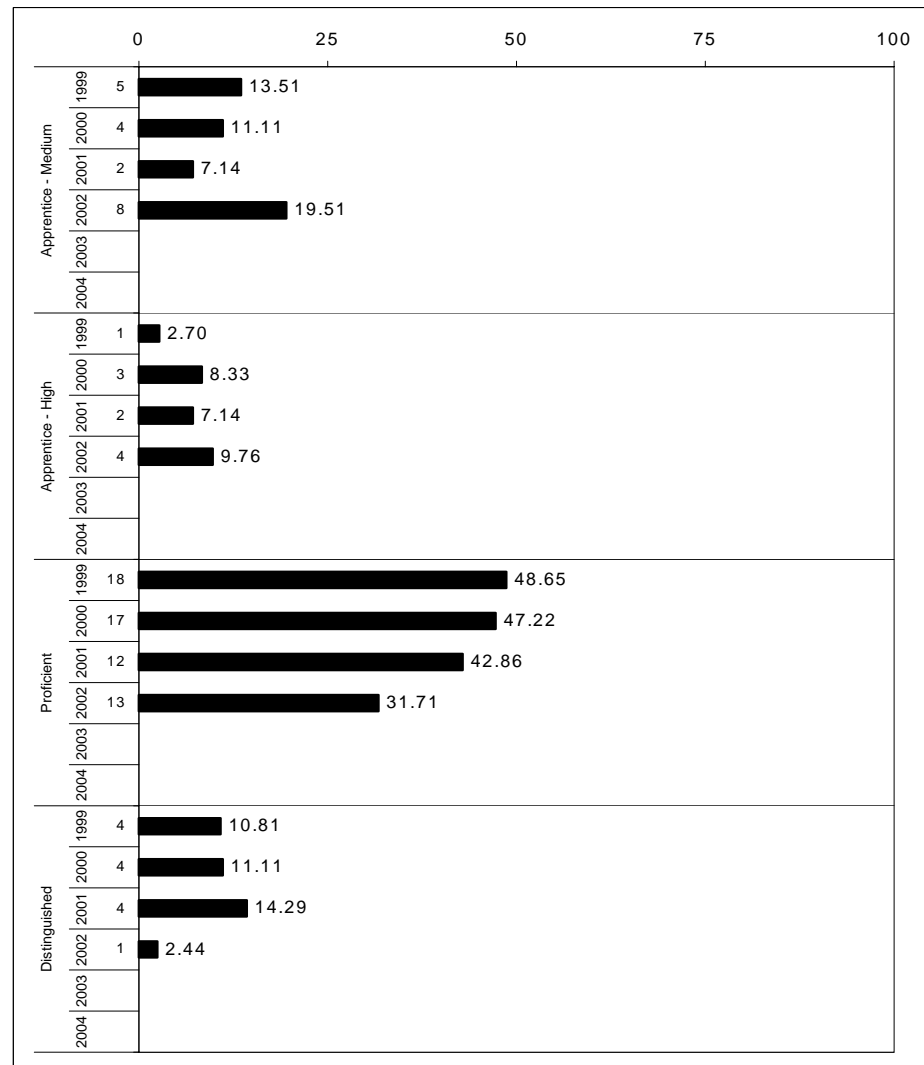
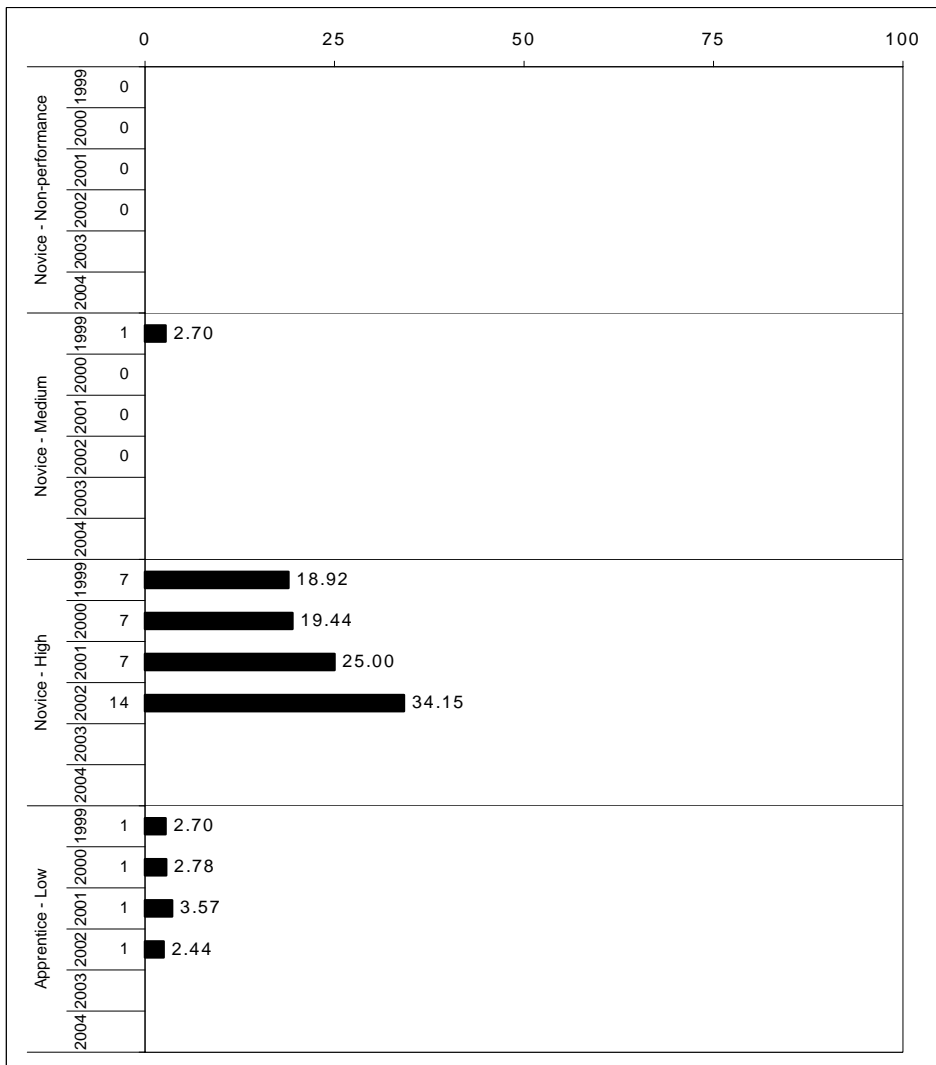
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	1	4%		88	11%	577 ( 2.0)	468	14%	568 ( 1.1)	8,197	17%	571 ( 0.3)
Not Participating	23	96%	549 ( 3.9)	735	89%	548 ( 1.1)	2,798	86%	539 ( 0.6)	40,691	83%	541 ( 0.1)
Gap Participating vs Non-Participating						29*			29*			30*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	19	79%	545 ( 3.9)	569	69%	547 ( 1.2)	2,334	71%	539 ( 0.7)	24,818	51%	537 ( 0.2)
Not Approved (includes not coded)	5	21%		254	31%	560 ( 1.8)	932	29%	554 ( 1.0)	24,070	49%	555 ( 0.2)
Gap Approved vs Not Approved						-13*			-15*			-18*
Disability Status												
Students without Disabilities (includes not coded)	23	96%	553 ( 3.9)	736	89%	553 ( 1.1)	2,886	88%	546 ( 0.6)	42,922	88%	548 ( 0.1)
Students with Disabilities	1	4%		87	11%	534 ( 3.2)	380	12%	528 ( 1.9)	5,966	12%	529 ( 0.5)
Tested with Accommodations	1	4%		79	10%	534 ( 3.4)	340	10%	530 ( 1.9)	4,758	10%	530 ( 0.5)
Tested without Accommodations				8	1%		40	1%	514 ( 7.5)	1,208	2%	525 ( 1.3)
Gap With vs Without						-19*			-18*			-19*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				3			6			96		
LEP										250		
Other										1		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



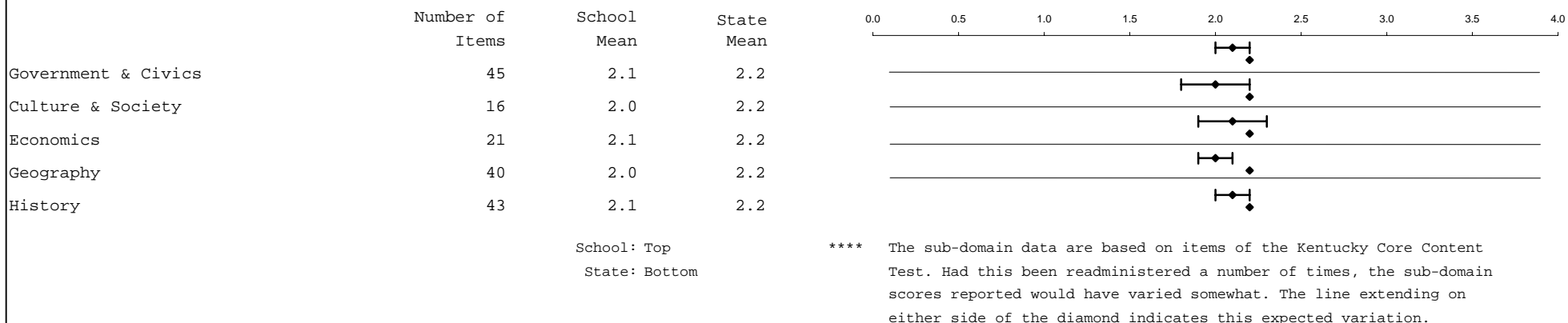
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

SOCIAL STUDIES SUB-DOMAIN MEAN SCORES



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

OPEN RESPONSE	No. Items	SCHOOL										STATE										School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							Mean		
			B	0	1	2	3	4	B				0	1	2	3	4					
1.x.x - Government & Civics	9	62	3	8	27	37	24	0	1.7	0.1	74,549	0	9	26	39	20	5	1.8	-0.1			
1.1.x - People Form Governments	4	29	0	3	24	45	28	0	2.0	0.2	33,133	0	7	23	41	24	5	2.0	0.0			
1.2.x - Limited and Shared Power	1	7							***		8,426	1	5	26	45	18	4	1.9				
1.3.x - Citizen:Rights&Responsib.	6	41	5	12	24	32	27	0	1.7	0.2	49,658	0	12	28	37	18	5	1.8	-0.1			
2.x.x - Culture & Society	4	26	4	0	31	58	8	0	1.7	0.2	32,974	0	5	29	43	18	4	1.9	-0.2			
2.1.x - Culture is a System	1	7							***		8,226	1	12	36	37	13	2	1.6				
2.2.x - Cultures Address Needs	1	6							***		8,270	0	2	20	53	20	5	2.1				
2.3.x - Social Institutions	2	13	8	0	46	38	8	0	1.5	0.3	16,478	0	3	30	41	20	6	1.9	-0.4			
2.4.x - Social Interactions	0	0									0											
3.x.x - Economics	5	34	0	9	12	65	12	3	1.9	0.2	41,447	0	7	18	46	21	8	2.0	-0.1			
3.1.x - Economic Problem:Scarcity	2	13	0	0	23	62	15	0	1.9	0.3	16,696	0	3	11	49	26	11	2.3	-0.4			
3.2.x - Economic Sys./Institutions	1	6							***		8,270	0	9	25	41	20	4	1.8				
3.3.x - Market/Goods/Services	1	8							***		8,242	0	11	18	40	20	11	2.0				
3.4.x - Produce/Distribute/Consume	3	22	0	5	9	73	9	5	2.0	0.2	24,907	0	8	18	46	19	9	2.0	0.0			
4.x.x - Geography	10	69	0	7	23	43	26	0	1.9	0.1	82,790	0	8	23	42	22	5	1.9	0.0			
4.1.x - Earth's Surface Patterns	2	14	0	0	36	57	7	0	1.7	0.3	16,465	0	5	20	46	23	6	2.0	-0.3			
4.2.x - Human/Phys. Char./Regions	3	22	0	9	27	36	27	0	1.8	0.2	24,694	0	10	25	39	21	5	1.8	0.0			
4.3.x - Humans/Move ... Interact	3	20	0	5	25	30	40	0	2.1	0.2	24,735	0	9	24	43	20	4	1.9	0.2			
4.4.x - Human/Environ. Interaction	6	40	0	8	23	43	28	0	1.9	0.2	49,857	0	8	23	42	22	5	1.9	0.0			
5.x.x - History	13	88	0	14	23	41	23	0	1.7	0.1	107,523	0	6	24	44	20	5	1.9	-0.2			
5.1.x - History/Interpretive	5	34	0	24	29	32	15	0	1.4	0.2	41,385	0	9	28	40	19	5	1.8	-0.4			
5.2.x - History of United States	10	66	0	14	20	44	23	0	1.8	0.1	82,616	0	6	24	45	20	5	1.9	-0.1			



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

MULTIPLE CHOICE	No.	SCHOOL						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	36	280	66	34	0	0.66	0.03	339,239	68	32	0	0.68	-0.02
1.1.x - People Form Governments	5	41	85	15	0	0.85	0.07	49,813	69	31	0	0.69	0.16
1.2.x - Limited and Shared Power	14	110	53	47	0	0.53	0.05	132,417	62	38	0	0.62	-0.09
1.3.x - Citizen:Rights&Responsib.	17	129	71	28	1	0.71	0.04	157,009	73	27	0	0.73	-0.02
2.x.x - Culture & Society	12	102	74	27	0	0.74	0.04	124,188	74	26	0	0.74	0.00
2.1.x - Culture is a System	5	39	87	13	0	0.87	0.07	49,839	75	25	0	0.75	0.12
2.2.x - Cultures Address Needs	4	41	66	34	0	0.66	0.07	49,455	76	24	0	0.76	-0.10
2.3.x - Social Institutions	1	7				****		8,426	80	20	0	0.80	
2.4.x - Social Interactions	2	15	67	33	0	0.67	0.13	16,468	58	42	0	0.58	0.09
3.x.x - Economics	16	142	64	36	0	0.64	0.04	173,674	66	34	0	0.66	-0.02
3.1.x - Economic Problem:Scarcity	5	44	52	48	0	0.52	0.07	49,614	60	40	0	0.60	-0.08
3.2.x - Economic Sys./Institutions	4	33	49	52	0	0.48	0.09	41,216	56	44	0	0.56	-0.08
3.3.x - Market/Goods/Services	5	44	80	21	0	0.80	0.07	57,953	73	27	0	0.73	0.07
3.4.x - Produce/Distribute/Consume	2	21	81	19	0	0.81	0.10	24,891	74	26	0	0.74	0.07
4.x.x - Geography	30	256	60	40	0	0.60	0.03	314,343	65	35	0	0.65	-0.05
4.1.x - Earth's Surface Patterns	13	108	64	36	0	0.64	0.04	132,427	70	30	0	0.70	-0.06
4.2.x - Human/Phys. Char./Regions	11	85	47	53	0	0.47	0.05	107,764	60	40	0	0.60	-0.13
4.3.x - Humans/Move ... Interact	3	28	64	36	0	0.64	0.09	33,164	57	43	0	0.57	0.07
4.4.x - Human/Environ. Interaction	5	48	75	25	0	0.75	0.07	57,684	68	32	0	0.68	0.07
5.x.x - History	30	244	72	28	0	0.72	0.03	289,790	68	32	0	0.68	0.04
5.1.x - History/Interpretive	8	70	67	33	0	0.67	0.06	82,775	69	31	0	0.69	-0.02
5.2.x - History of United States	24	188	75	25	0	0.75	0.03	223,667	69	31	0	0.69	0.06



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	0	<b>0%</b>	(1%)	2	<b>5%</b>	(14%)	20	<b>49%</b>	(55%)	19	<b>46%</b>	(29%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	1	<b>2%</b>	(1%)	1	<b>2%</b>	(3%)	27	<b>66%</b>	(60%)	12	<b>29%</b>	(36%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(2%)	0	<b>0%</b>	(2%)	6	<b>15%</b>	(14%)	35	<b>85%</b>	(80%)	0	<b>0%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
39 do you read from a textbook	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	0	<b>0%</b>	(3%)	6	<b>15%</b>	(16%)	1	<b>2%</b>	(5%)	7	<b>17%</b>	(18%)	26	<b>63%</b>	(57%)
40 do you work on worksheets	0	<b>0%</b>	(2%)	15	<b>37%</b>	(26%)	4	<b>10%</b>	(11%)	11	<b>27%</b>	(33%)	11	<b>27%</b>	(27%)
41 do you use materials other than a textbook or worksheets	5	<b>12%</b>	(11%)	19	<b>46%</b>	(45%)	6	<b>15%</b>	(15%)	9	<b>22%</b>	(19%)	2	<b>5%</b>	(10%)
42 do you work with other students in pairs, small groups or teams	2	<b>5%</b>	(8%)	19	<b>46%</b>	(55%)	6	<b>15%</b>	(14%)	8	<b>20%</b>	(15%)	6	<b>15%</b>	(8%)
43 do you discuss current events or topics	2	<b>5%</b>	(5%)	11	<b>27%</b>	(27%)	4	<b>10%</b>	(16%)	14	<b>34%</b>	(24%)	10	<b>24%</b>	(26%)
44 is your classroom work based on finding the answer to an important question	0	<b>0%</b>	(6%)	16	<b>39%</b>	(26%)	5	<b>12%</b>	(14%)	10	<b>24%</b>	(24%)	10	<b>24%</b>	(29%)
45 does your teacher give you a scoring guide for your work before you begin the work	6	<b>15%</b>	(30%)	15	<b>37%</b>	(34%)	5	<b>12%</b>	(10%)	8	<b>20%</b>	(11%)	7	<b>17%</b>	(12%)
46 do you answer open-response questions	0	<b>0%</b>	(3%)	10	<b>24%</b>	(37%)	4	<b>10%</b>	(16%)	11	<b>27%</b>	(21%)	16	<b>39%</b>	(22%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

Run Date: 05/07/2003

Page: 40



SPRING 2002

KENTUCKY PERFORMANCE REPORT

SOCIAL STUDIES DISAGGREGATION

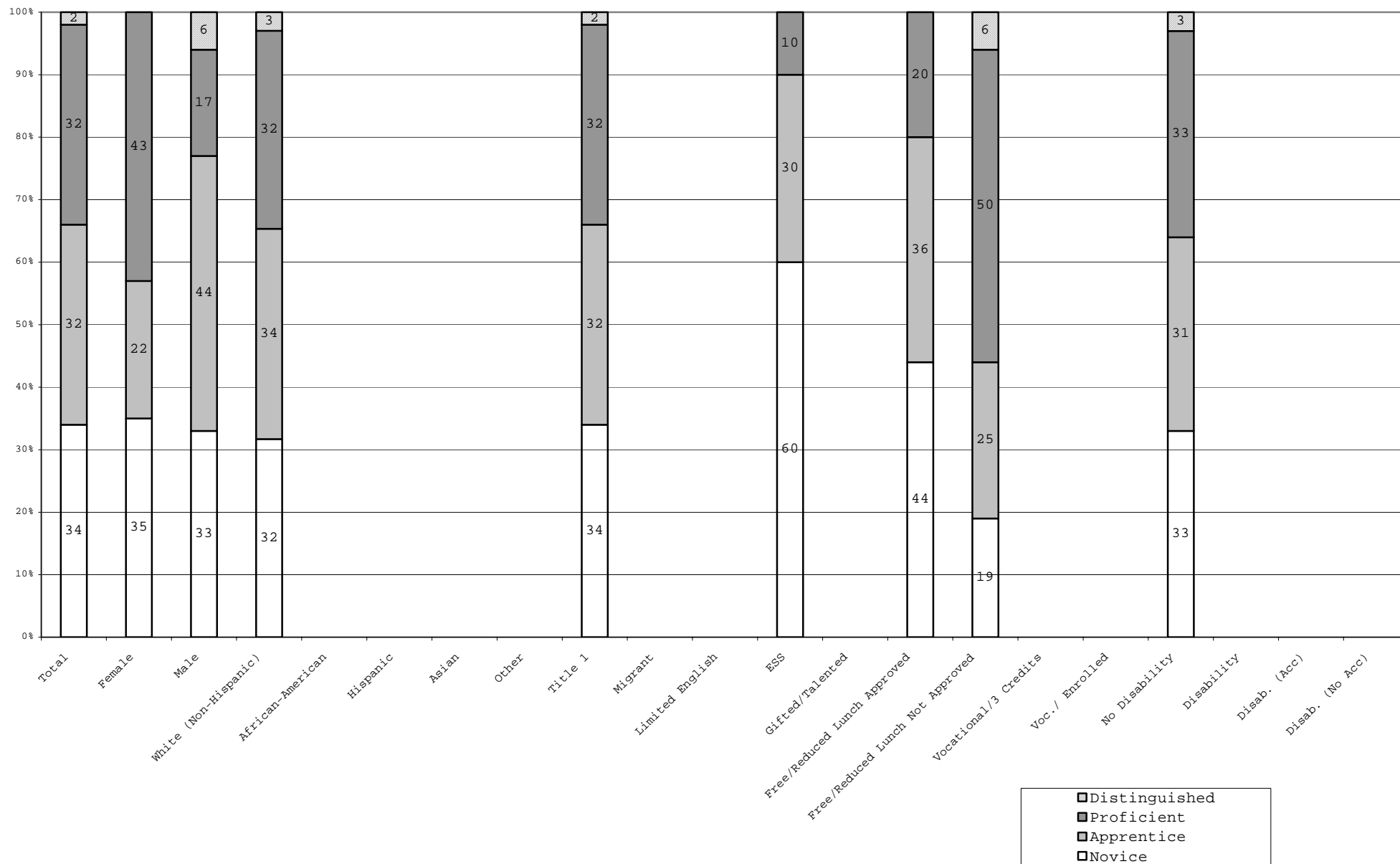
Performance Level Percents

School: Runyon Elementary School

District: PIKE CO

Code: 491995

Grade: 05

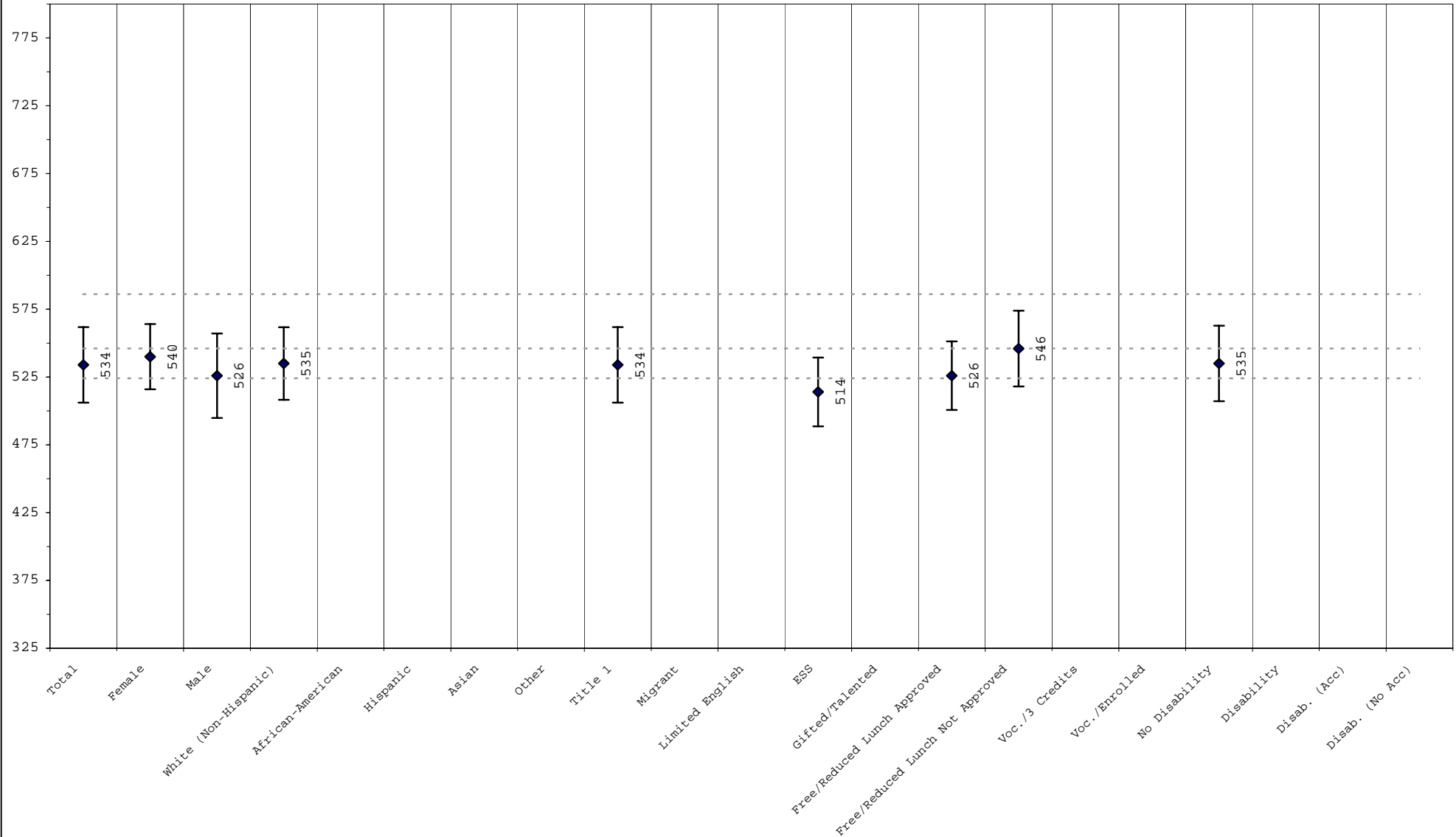


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	41		534 ( 4.3)	789		540 ( 1.3)	3,300		536 ( 0.7)	49,793		540 ( 0.2)
Gender:												
Female	23	56%	540 ( 5.0)	388	49%	542 ( 2.0)	1,638	50%	540 ( 0.9)	24,359	49%	543 ( 0.2)
Male	18	44%	526 ( 7.3)	401	51%	538 ( 1.7)	1,659	50%	531 ( 0.9)	25,404	51%	537 ( 0.2)
Gap Female vs Male			14			4			9*			6*
Ethnicity												
White (Non-Hispanic)	38	93%	535 ( 4.3)	780	99%	540 ( 1.3)	3,236	98%	536 ( 0.7)	42,731	86%	542 ( 0.2)
African-American	2	5%		2			25	1%	521 ( 7.4)	5,488	11%	522 ( 0.5)
Hispanic				1			5			496	1%	534 ( 1.6)
Asian	1	2%		2			11		576 ( 9.6)	299	1%	558 ( 2.3)
Other				3			14		550 ( 7.5)	593	1%	537 ( 1.4)
Gap White vs African American									15*			20*
Gap White vs Hispanic												8*
Gap White vs Asian									-40*			-16*
Gap White vs Other									-14			5*
Title I												
Participating Students	41	100%	534 ( 4.3)	789	100%	540 ( 1.3)	3,300	100%	536 ( 0.7)	33,214	67%	535 ( 0.2)
Not Participating										16,579	33%	550 ( 0.3)
Gap Participating vs Non-Participating												-15*
Migrant Program												
Participating Students				15	2%	519 ( 6.6)	39	1%	524 ( 6.3)	685	1%	523 ( 1.3)
Not Participating	41	100%	534 ( 4.3)	774	98%	540 ( 1.3)	3,261	99%	536 ( 0.7)	49,108	99%	540 ( 0.2)
Gap Participating vs Non-Participating						-21*			-12			-17*
Limited English Proficiency												
Participating Students										188		522 ( 2.9)
Not Participating	41	100%	534 ( 4.3)	789	100%	540 ( 1.3)	3,300	100%	536 ( 0.7)	49,605	100%	540 ( 0.2)
Gap Participating vs Non-Participating												-18*
Extended School Services												
Participating Students	10	24%	514 ( 8.0)	182	23%	535 ( 2.5)	1,042	32%	534 ( 1.1)	12,749	26%	532 ( 0.3)
Not Participating	31	76%	540 ( 4.6)	607	77%	541 ( 1.5)	2,258	68%	537 ( 0.8)	37,044	74%	543 ( 0.2)
Gap Participating vs Non-Participating			-26*			-6*			-3*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

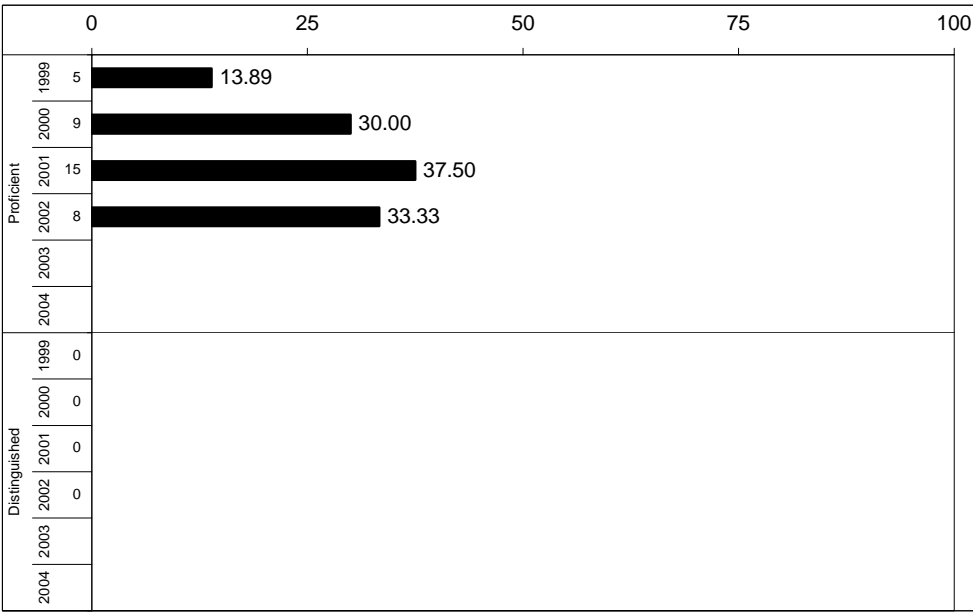
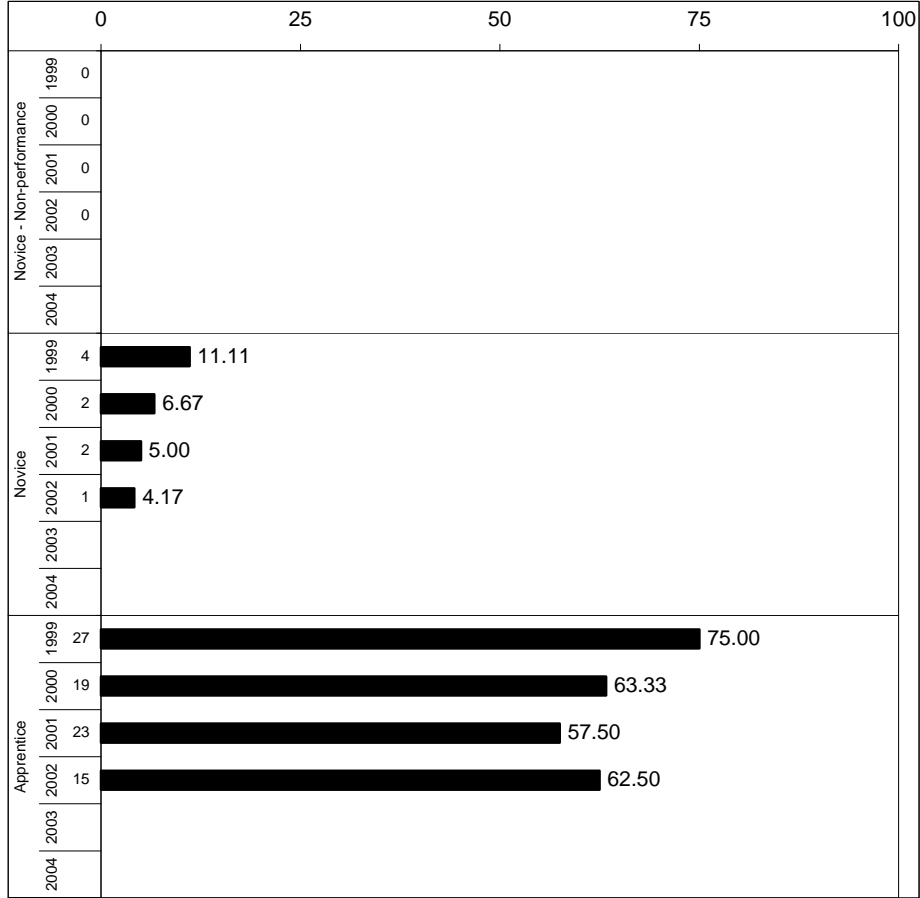
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	2	5%		117	15%	576 ( 2.7)	589	18%	569 ( 1.2)	9,045	18%	571 ( 0.3)
Not Participating	39	95%	531 ( 4.2)	672	85%	534 ( 1.3)	2,711	82%	528 ( 0.7)	40,748	82%	533 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						42*			41*			38*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	25	61%	526 ( 5.1)	486	62%	533 ( 1.6)	2,297	70%	529 ( 0.8)	24,641	49%	528 ( 0.2)
Not Approved (includes not coded)	16	39%	546 ( 7.0)	303	38%	550 ( 2.1)	1,003	30%	550 ( 1.1)	25,152	51%	551 ( 0.2)
<i>Gap Approved vs Not Approved</i>			-20*			-17*			-21*			-23*
Disability Status												
Students without Disabilities (includes not coded)	39	95%	535 ( 4.5)	716	91%	543 ( 1.3)	2,903	88%	540 ( 0.6)	43,602	88%	544 ( 0.2)
Students with Disabilities	2	5%		73	9%	510 ( 5.1)	397	12%	505 ( 2.1)	6,191	12%	513 ( 0.5)
Tested with Accommodations	1	2%		64	8%	512 ( 4.9)	342	10%	506 ( 1.9)	5,006	10%	513 ( 0.6)
Tested without Accommodations	1	2%		9	1%		55	2%	500 ( 9.4)	1,185	2%	516 ( 1.4)
<i>Gap With vs Without</i>						-33*			-35*			-31*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				2			6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

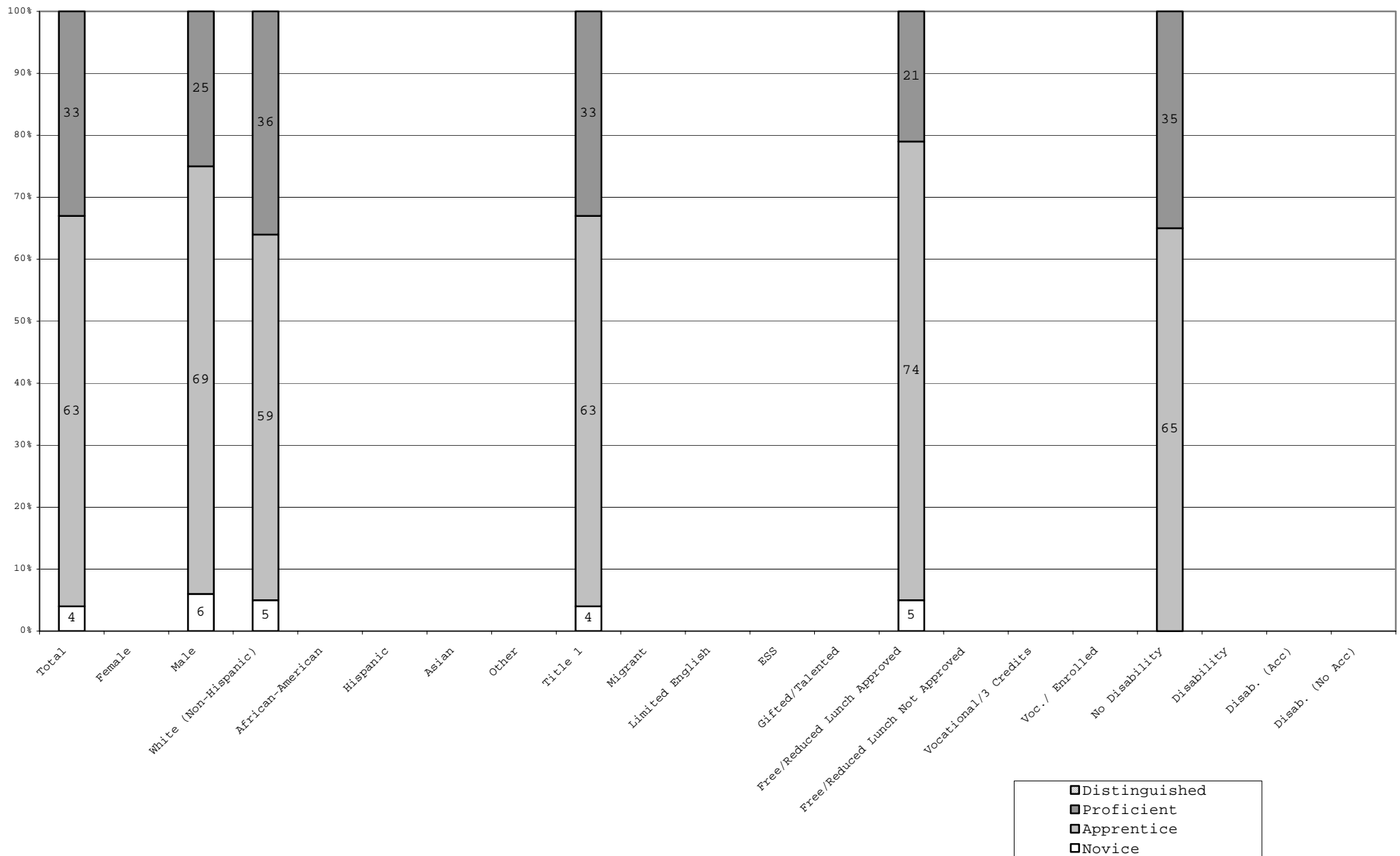


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 04

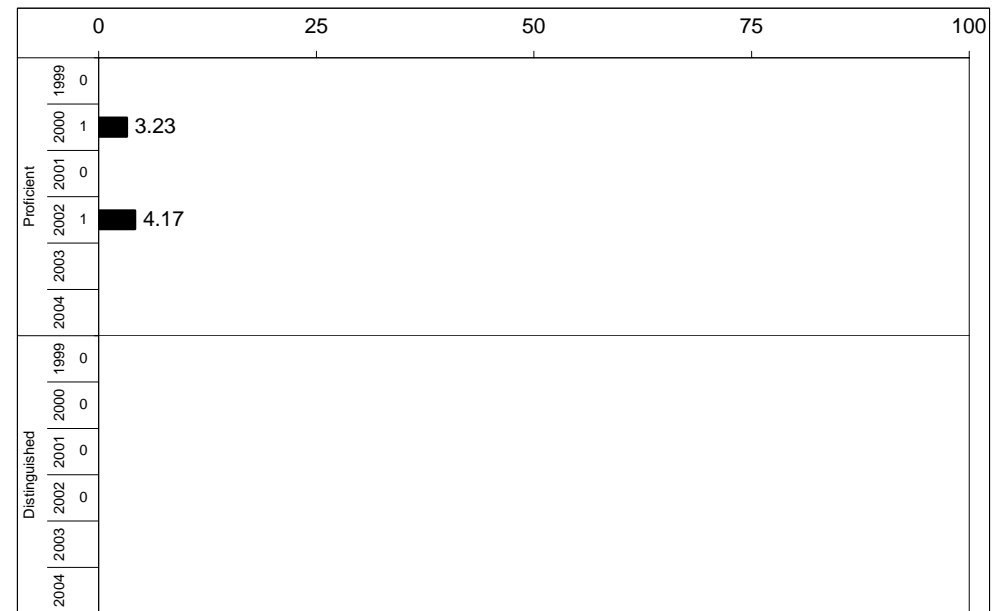
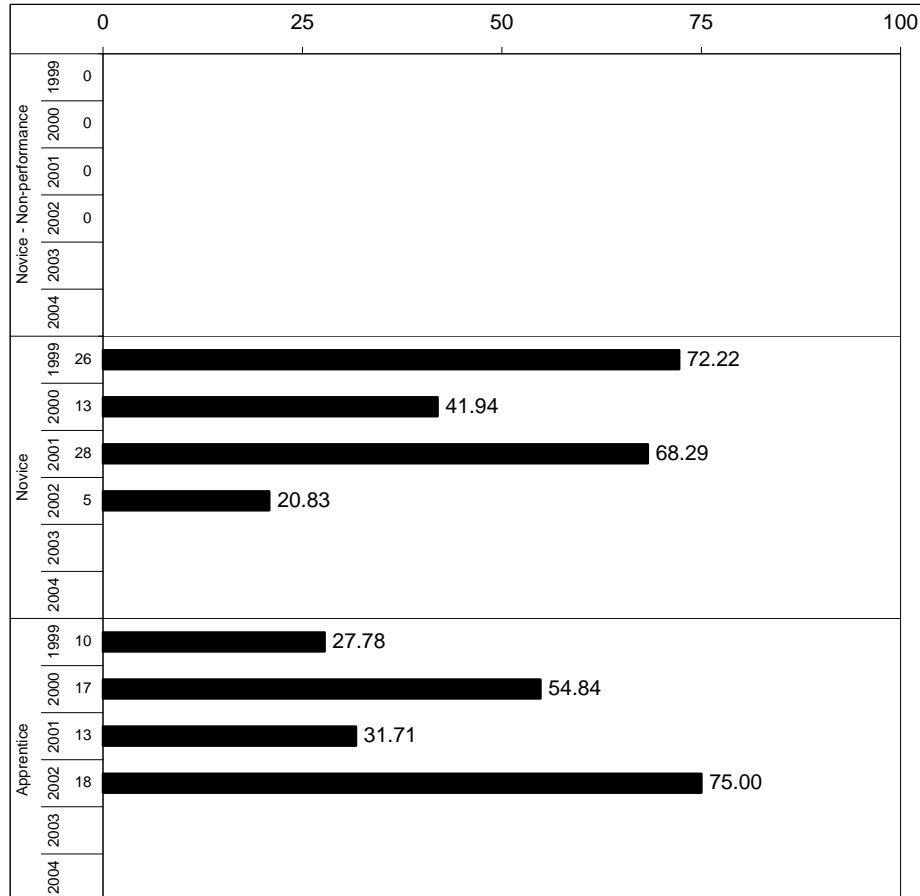
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	24		817		3,237		48,424	
Gender:								
Female	8	33	381	47	1,516	47	23,308	48
Male	16	67	433	53	1,718	53	25,088	52
Ethnicity								
White (Non-Hispanic)	22	92	794	97	3,162	98	41,340	85
African-American	1	4	7	1	28	1	5,424	11
Hispanic			4		8		510	1
Asian			1		2		302	1
Other	1	4	4		12		588	1
Title I	24	100	817	100	3,237	100	32,868	68
Migrant Program			23	3	52	2	676	1
Limited English Proficiency					1		218	
Extended School Services	8	33	258	32	1,265	39	15,625	32
Gifted and Talented Program	1	4	88	11	468	14	8,194	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	19	79	564	69	2,309	71	24,552	51
Not Approved (includes not coded)	5	21	253	31	928	29	23,872	49
Disability Status								
Students without Disabilities (includes not coded)	23	96	731	89	2,860	88	42,514	88
Students with Disabilities	1	4	86	11	377	12	5,910	12
Tested with Accommodations	1	4	78	10	337	10	4,717	10
Tested without Accommodations			8	1	40	1	1,193	2
Alternate Portfolio			7	1%	29	1%	414	1%
Exemptions (Portfolio)								
Medical			1		4		33	
LEP							246	
Other			8		33		532	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

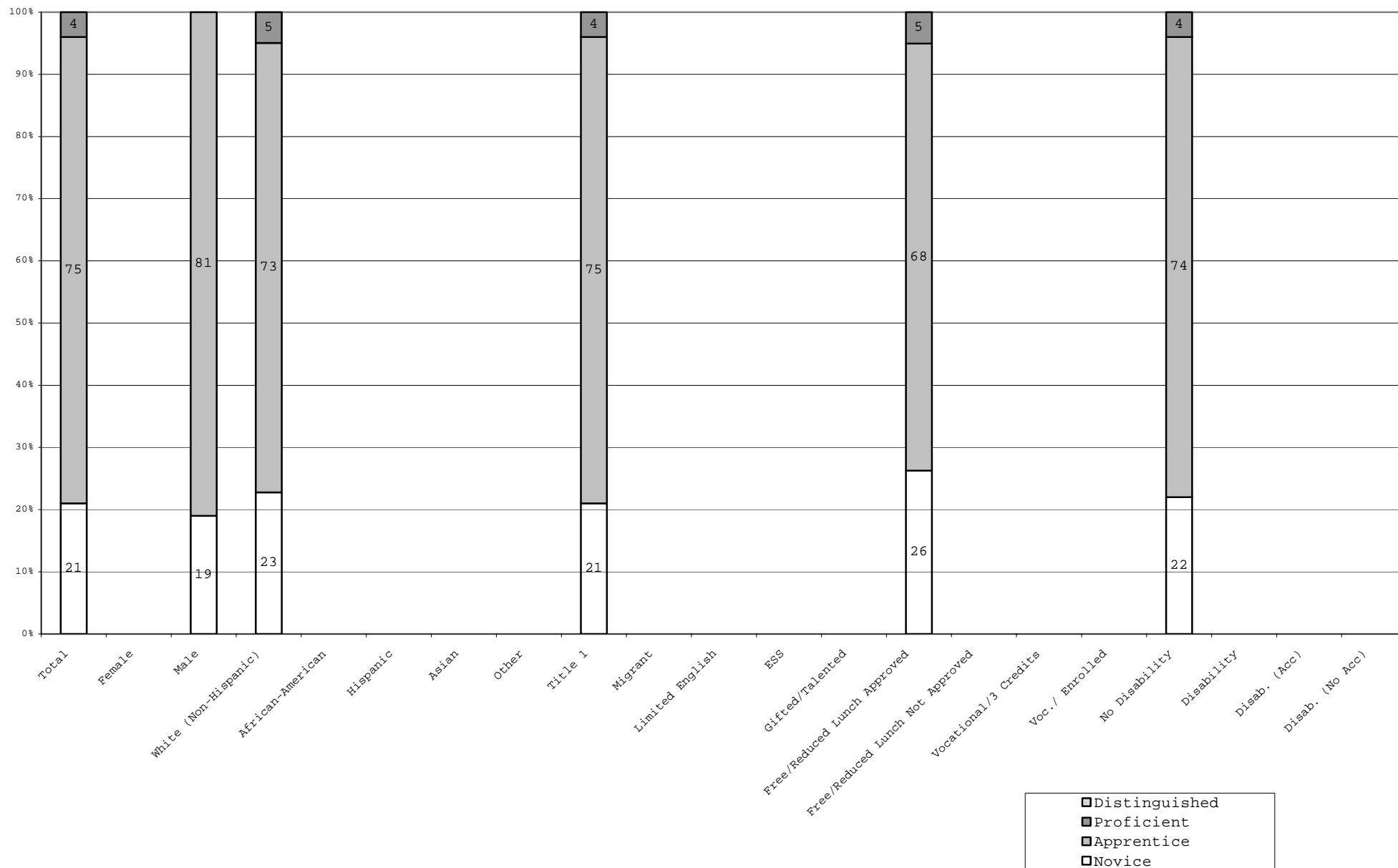






**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 04

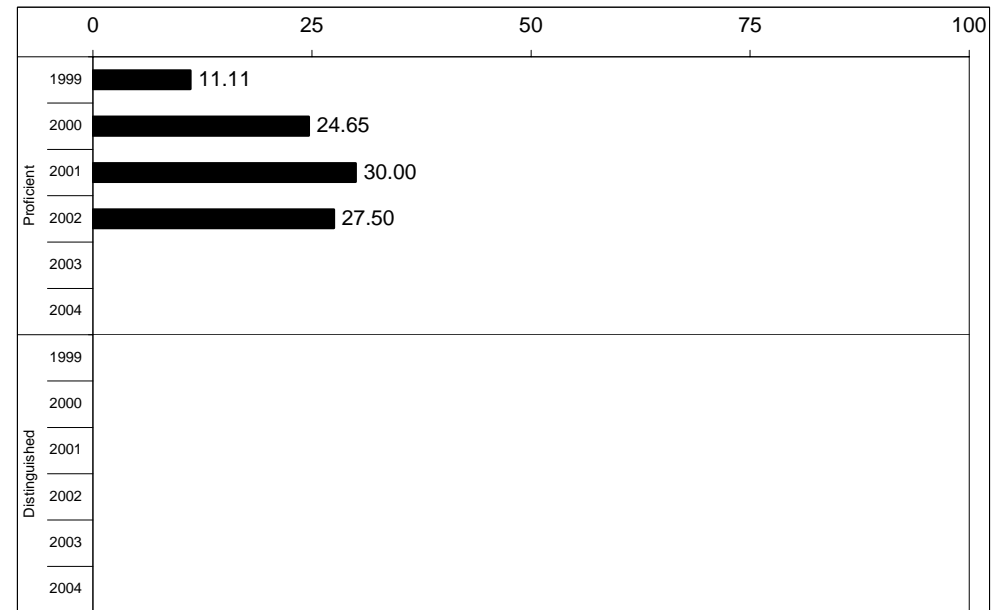
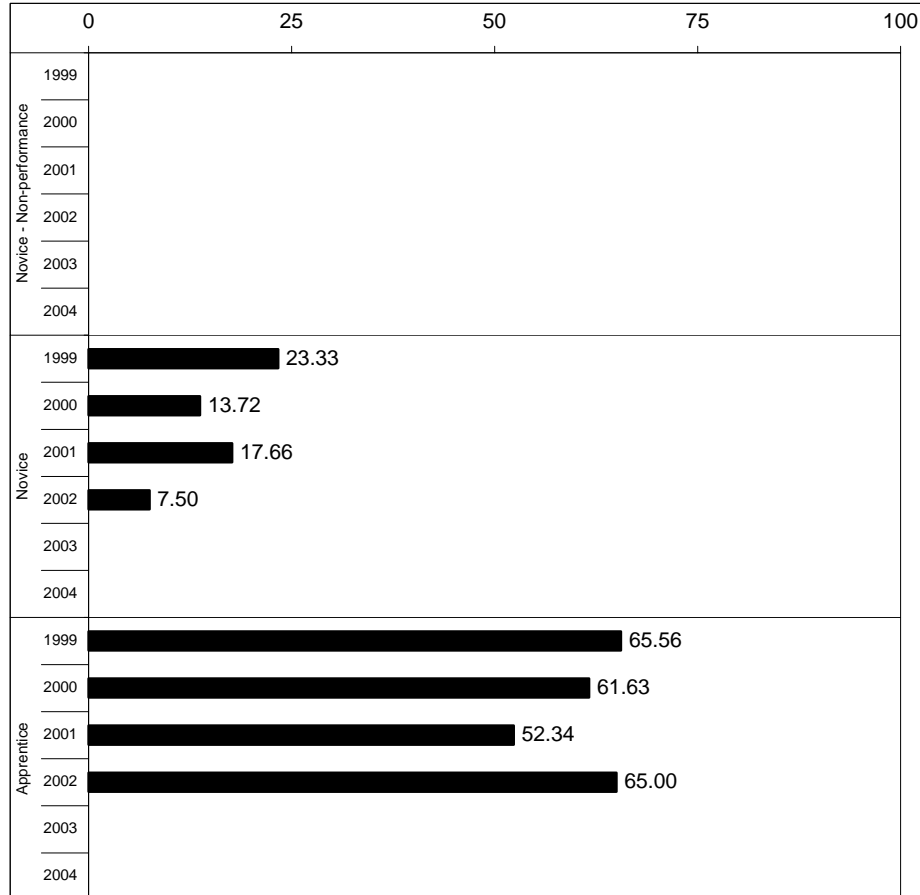
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	24		823		3,266		48,888	
Gender:								
Female	8	33%	383	47%	1,531	47%	23,522	48%
Male	16	67%	437	53%	1,732	53%	25,332	52%
Ethnicity								
White (Non-Hispanic)	22	92%	799	97%	3,189	98%	41,691	85%
African-American	1	4%	8	1%	29	1%	5,494	11%
Hispanic			4		8		528	1%
Asian			1		2		305	1%
Other	1	4%	4		12		595	1%
Title I	24	100%	823	100%	3,266	100%	33,183	68%
Migrant Program			25	3%	58	2%	692	1%
Limited English Proficiency					1		214	
Extended School Services	8	33%	258	31%	1,267	39%	15,656	32%
Gifted and Talented Program	1	4%	88	11%	468	14%	8,197	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	19	79%	569	69%	2,334	71%	24,818	51%
Not Approved (includes not coded)	5	21%	254	31%	932	29%	24,070	49%
Disability Status								
Students without Disabilities (includes not coded)	23	96%	736	89%	2,886	88%	42,922	88%
Students with Disabilities	1	4%	87	11%	380	12%	5,966	12%
Tested with Accommodations	1	4%	79	10%	340	10%	4,758	10%
Tested without Accommodations			8	1%	40	1%	1,208	2%
Alternate Portfolio			7	1%	29	1%	414	1%
Exemptions (On-Demand)								
Medical			3		6		96	
LEP							250	
Other							1	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 04

		<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>		
01 How well do you think you did on this test		0	0%	(1%)	0	0%	(2%)	10	42%	(49%)	14	58%	(45%)	0	0%	(4%)
		<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>		
02 How hard did you try on this test		1	4%	(2%)	1	4%	(2%)	1	4%	(12%)	21	88%	(81%)	0	0%	(4%)
		<u>Sometimes but Never</u>			<u>Once a Week</u>			<u>2 or 3 Times a Week</u>			<u>4 or 5 Times a Week</u>			<u>Invalid Response</u>		
03 How often have you written in the forms (for example, letter or article) asked for on the On- Demand section of this test		0	0%	(3%)	2	8%	(48%)	0	0%	(12%)	7	29%	(17%)	15	63%	(16%)
		<u>Yes</u>			<u>No</u>			<u>Invalid Response</u>								
04 Did you keep a working writing folder before this school year		24	100%	(71%)	0	0%	(24%)	0	0%	(5%)						

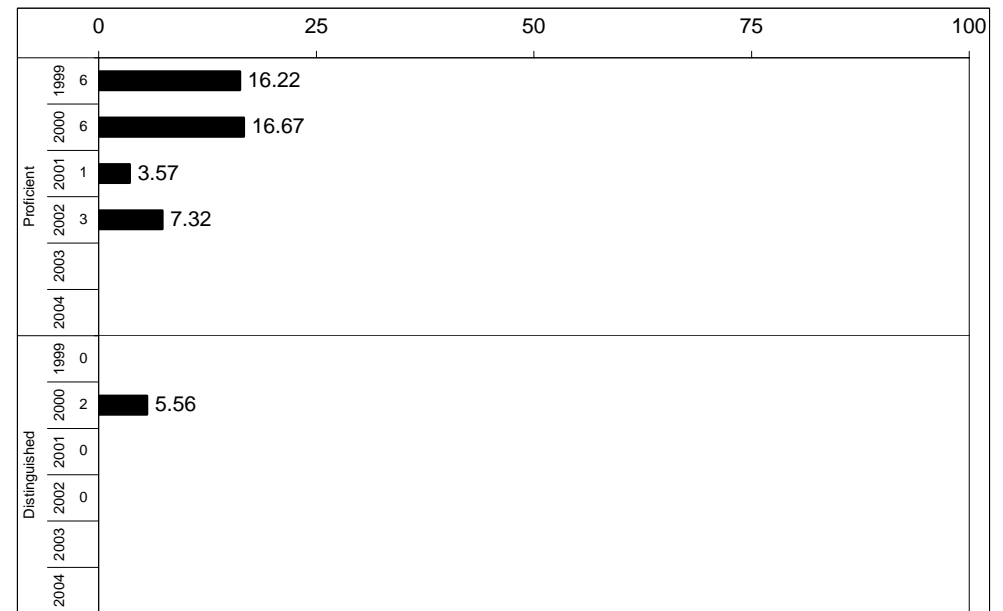
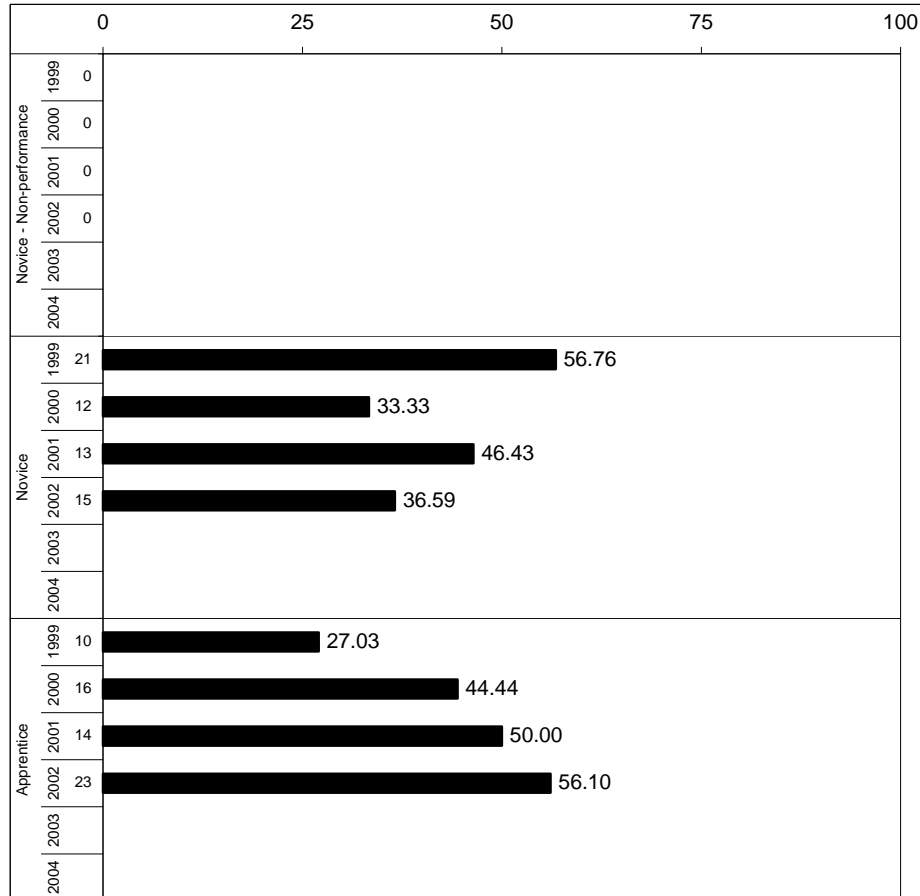
Legend:    Number of students is listed first.    Bold = School/District Percentage    ( ) = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**

	Number of Items	School Mean	State Mean	0.0	0.5	1.0	1.5	2.0	2.5	3.0	3.5	4.0
Music	36	2.1	2.3									
Dance	24	2.0	2.3									
Drama/Theatre	24	2.2	2.4									
Visual Arts	36	2.5	2.4									

School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

OPEN RESPONSE	No. Items	No. Observations	SCHOOL								STATE								School -State Mean		
			Percents							Mean	Std. Err.	No. Observations	Percents							Mean	
			B	0	1	2	3	4	B				0	1	2	3	4				
1.x.x - Music	7	24	0	0	25	58	17	0	1.9	0.2	29,018	0	7	21	37	23	12	2.1	-0.2		
2.x.x - Dance	5	18	0	0	28	44	28	0	2.0	0.3	20,584	0	7	26	35	22	11	2.0	0.0		
3.x.x - Drama/Theatre	5	17	6	12	6	29	35	12	2.2	0.2	20,796	0	4	15	41	26	14	2.3	-0.1		
4.x.x - Visual Arts	7	23	0	0	13	43	39	4	2.3	0.2	28,886	0	6	19	39	24	12	2.2	0.1		

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	<u>None of the Questions</u>			<u>Some of the Questions</u>			<u>Most of the Questions</u>			<u>All of the Questions</u>			<u>Invalid Response</u>					
16 How many of the arts and humanities questions tested things you learned in school	0	0%	(2%)	9	22%	(26%)	21	51%	(47%)	11	27%	(23%)	0	0%	(1%)			
	<u>I Did Very Poorly</u>			<u>I Did Poorly</u>			<u>I Did Well</u>			<u>I Did Very Well</u>			<u>Invalid Response</u>					
17 How well do you think you did on this test	0	0%	(1%)	5	12%	(5%)	25	61%	(59%)	11	27%	(33%)	0	0%	(1%)			
	<u>I Did Not Try</u>			<u>I Tried a Little</u>			<u>I Tried a Lot</u>			<u>I Tried Very Hard</u>			<u>Invalid Response</u>					
18 How hard did you try on this test	1	2%	(2%)	0	0%	(3%)	6	15%	(14%)	34	83%	(80%)	0	0%	(1%)			
	<u>No Time</u>			<u>Less Than 1 Hour</u>			<u>1-2 Hours</u>			<u>3-4 Hours</u>			<u>More Than 4 Hours</u>			<u>Invalid Response</u>		
19 During a typical school week, how much class time do you spend on arts and humanities	0	0%	(4%)	17	41%	(45%)	11	27%	(36%)	11	27%	(9%)	2	5%	(5%)	0	0%	(1%)
	<u>Never</u>			<u>Sometimes but not every Week</u>			<u>Once a Week</u>			<u>Two or Three times a Week</u>			<u>Four or Five times a Week</u>			<u>Invalid Response</u>		
20 How often do you complete written assignments about arts and humanities	1	2%	(11%)	21	51%	(45%)	2	5%	(17%)	14	34%	(15%)	3	7%	(10%)	0	0%	(1%)
	<u>YES</u>			<u>NO</u>			<u>Invalid Response</u>											
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music and visual arts	35	85%	(75%)	6	15%	(23%)	0	0%	(2%)									

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

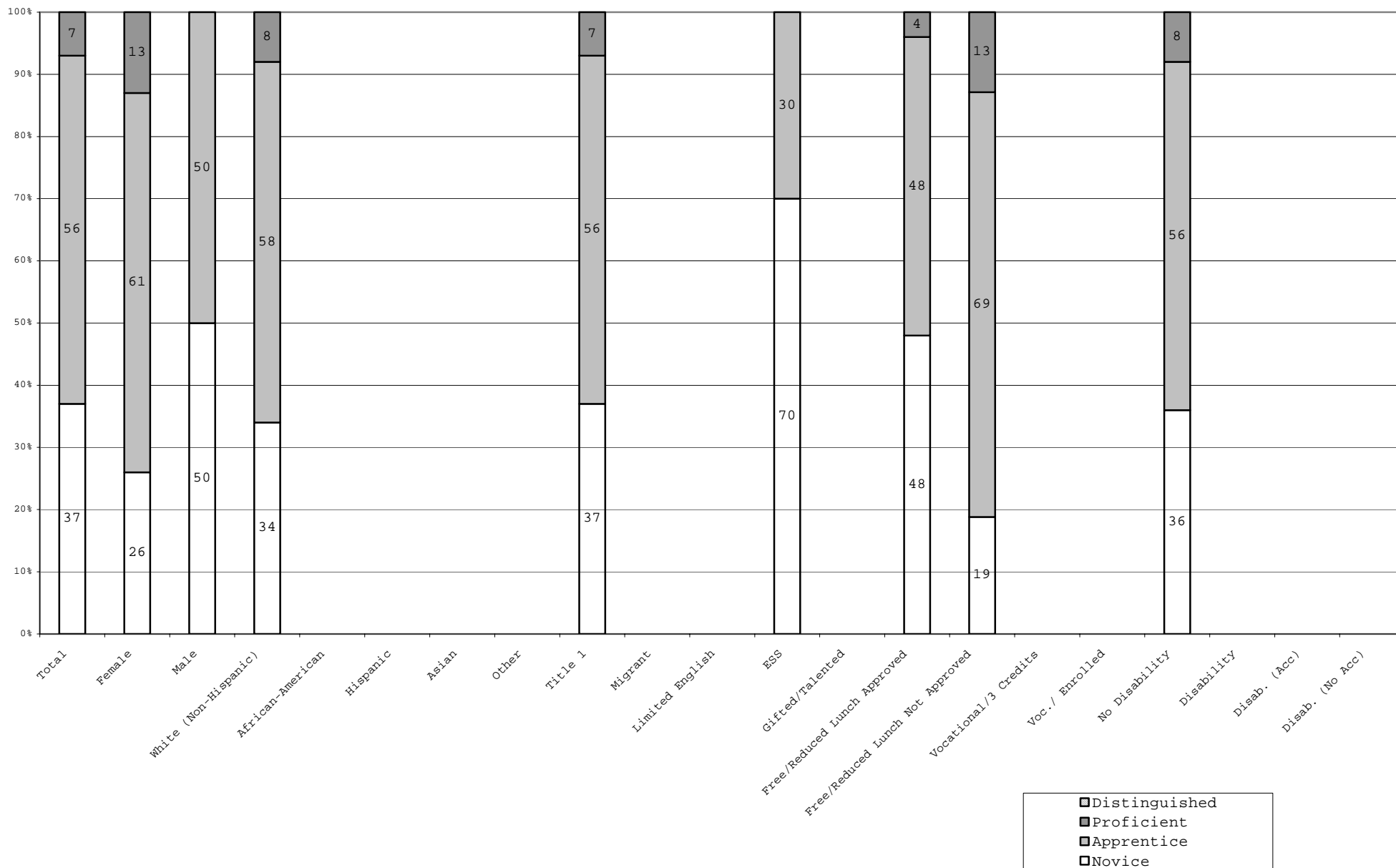
Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

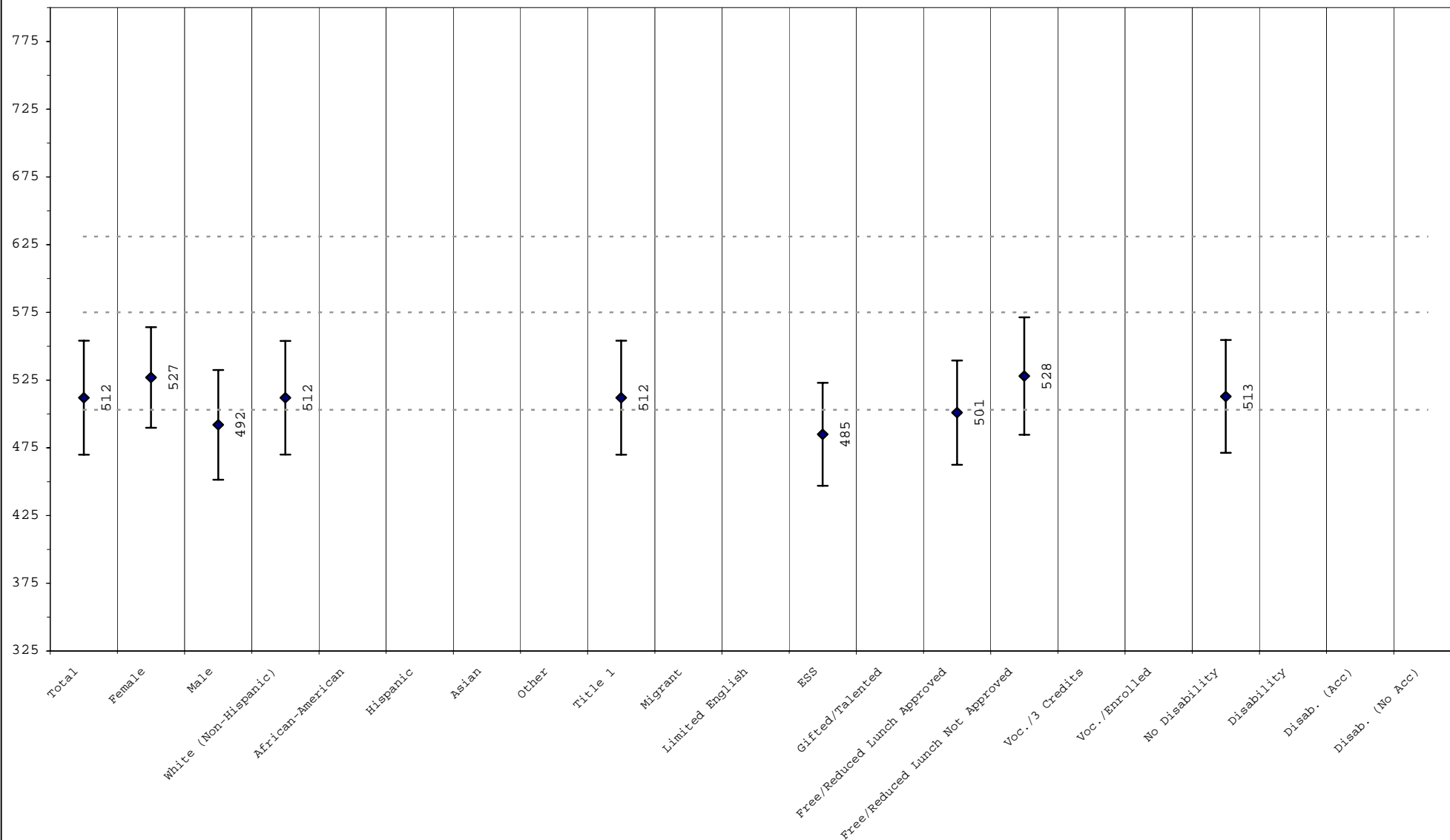


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	41		512 ( 6.6)	789		511 ( 2.3)	3,300		507 ( 1.1)	49,793		520 ( 0.3)
Gender:												
Female	23	56%	527 ( 7.7)	388	49%	516 ( 3.6)	1,638	50%	516 ( 1.7)	24,359	49%	529 ( 0.4)
Male	18	44%	492 ( 9.5)	401	51%	506 ( 2.9)	1,659	50%	499 ( 1.5)	25,404	51%	511 ( 0.4)
Gap Female vs Male			35*			10*			17*			18*
Ethnicity												
White (Non-Hispanic)	38	93%	512 ( 6.8)	780	99%	511 ( 2.4)	3,236	98%	507 ( 1.1)	42,731	86%	524 ( 0.3)
African-American	2	5%		2			25	1%	492 (11.8)	5,488	11%	491 ( 0.8)
Hispanic				1			5			496	1%	505 ( 2.8)
Asian	1	2%		2			11		585 (33.4)	299	1%	546 ( 4.1)
Other				3			14		518 ( 8.8)	593	1%	514 ( 2.6)
Gap White vs African American									15			33*
Gap White vs Hispanic												19*
Gap White vs Asian									-78*			-22*
Gap White vs Other									-11			10*
Title I												
Participating Students	41	100%	512 ( 6.6)	789	100%	511 ( 2.3)	3,300	100%	507 ( 1.1)	33,214	67%	511 ( 0.3)
Not Participating										16,579	33%	537 ( 0.5)
Gap Participating vs Non-Participating												-26*
Migrant Program												
Participating Students				15	2%	495 (11.4)	39	1%	484 ( 8.0)	685	1%	492 ( 2.2)
Not Participating	41	100%	512 ( 6.6)	774	98%	511 ( 2.4)	3,261	99%	508 ( 1.1)	49,108	99%	520 ( 0.3)
Gap Participating vs Non-Participating						-16			-24*			-28*
Limited English Proficiency												
Participating Students										188		491 ( 4.8)
Not Participating	41	100%	512 ( 6.6)	789	100%	511 ( 2.3)	3,300	100%	507 ( 1.1)	49,605	100%	520 ( 0.3)
Gap Participating vs Non-Participating												-29*
Extended School Services												
Participating Students	10	24%	485 (12.0)	182	23%	505 ( 4.8)	1,042	32%	506 ( 2.0)	12,749	26%	507 ( 0.5)
Not Participating	31	76%	520 ( 7.2)	607	77%	513 ( 2.7)	2,258	68%	508 ( 1.3)	37,044	74%	524 ( 0.4)
Gap Participating vs Non-Participating			-35*			-8			-2			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

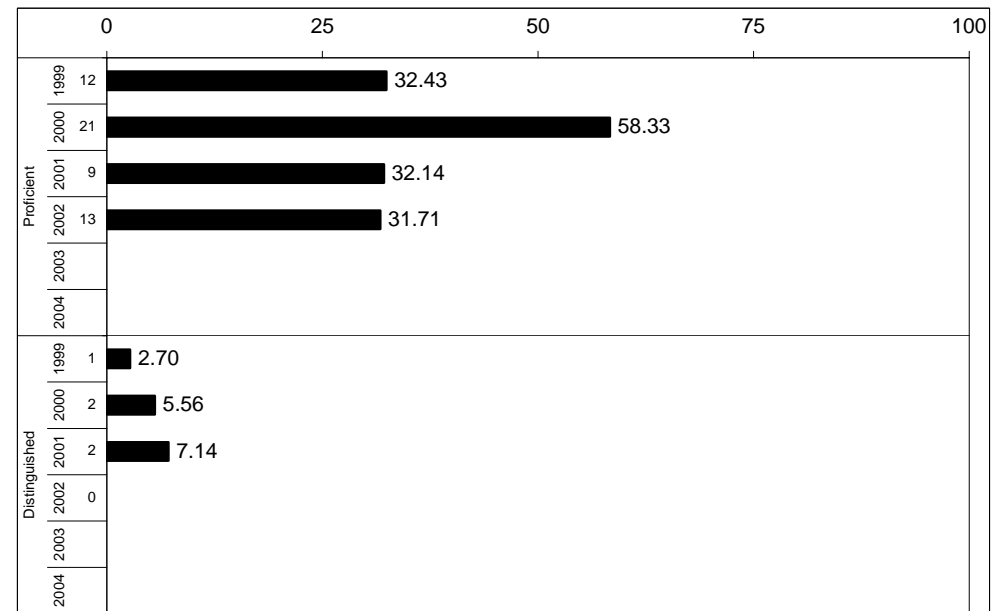
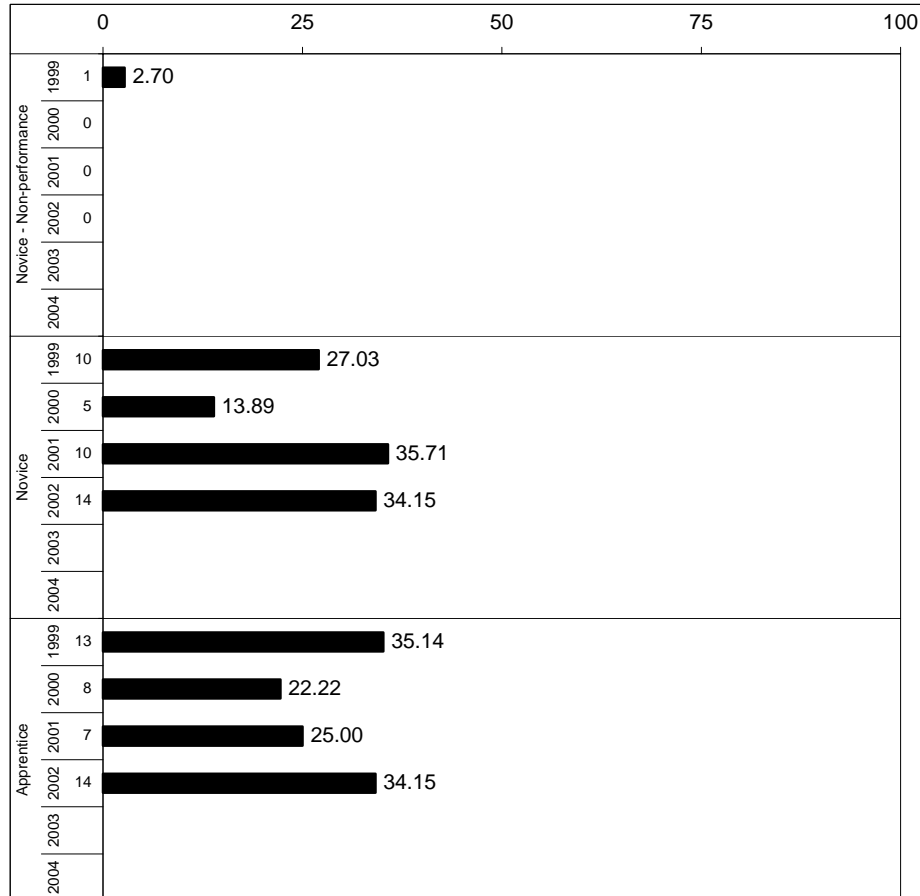
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	2	5%		117	15%	565 ( 6.4)	589	18%	556 ( 2.6)	9,045	18%	570 ( 0.8)
Not Participating	39	95%	509 ( 6.6)	672	85%	502 ( 2.3)	2,711	82%	497 ( 1.1)	40,748	82%	509 ( 0.3)
<i>Gap Participating vs Non-Participating</i>						63*			59*			61*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	25	61%	501 ( 7.7)	486	62%	501 ( 2.8)	2,297	70%	498 ( 1.3)	24,641	49%	501 ( 0.4)
Not Approved (includes not coded)	16	39%	528 (10.8)	303	38%	526 ( 4.0)	1,003	30%	527 ( 2.1)	25,152	51%	538 ( 0.4)
<i>Gap Approved vs Not Approved</i>			-27*			-25*			-29*			-37*
Disability Status												
Students without Disabilities (includes not coded)	39	95%	513 ( 6.7)	716	91%	516 ( 2.4)	2,903	88%	513 ( 1.2)	43,602	88%	526 ( 0.3)
Students with Disabilities	2	5%		73	9%	458 ( 7.2)	397	12%	465 ( 3.1)	6,191	12%	480 ( 0.8)
Tested with Accommodations	1	2%		64	8%	461 ( 7.4)	342	10%	467 ( 3.1)	5,006	10%	479 ( 0.9)
Tested without Accommodations	1	2%		9	1%		55	2%	455 (10.8)	1,185	2%	484 ( 2.0)
<i>Gap With vs Without</i>						-58*			-48*			-46*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				2			6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

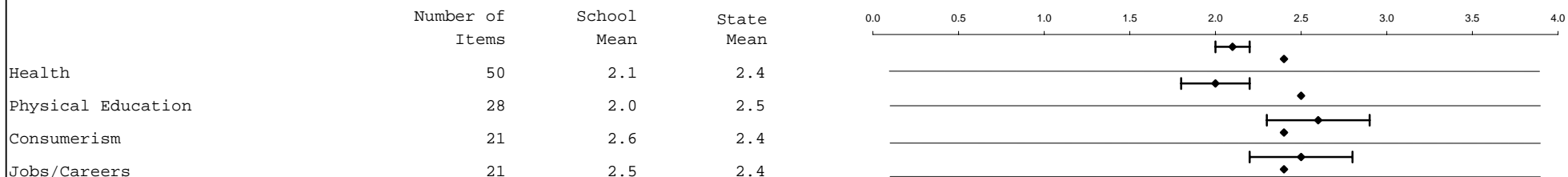




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS SUB-DOMAIN**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

PL/VS SUB-DOMAIN MEAN SCORES



School: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

OPEN RESPONSE	No. Items	No. Observations	SCHOOL								Std. Err.	STATE								School -State Mean		
			Percents									Mean	Percents								Mean	
			B	0	1	2	3	4					B	0	1	2	3	4				
PRACTICAL LIVING																						
1.x.x - Health	12	40	0	3	23	55	15	5	2.0	0.2	49,637	0	4	16	40	29	11	2.3	-0.3			
2.x.x - Physical Education	4	15	0	0	47	33	13	7	1.8	0.3	16,494	0	2	19	39	27	13	2.3	-0.5			
3.x.x - Consumerism	4	14	0	0	21	36	36	7	2.3	0.3	16,454	0	5	19	39	27	10	2.2	0.1			
VOCATIONAL STUDIES																						
4.x.x - Job/Career	4	13	0	0	15	54	31	0	2.2	0.3	16,699	0	4	22	42	24	8	2.1	0.1			

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	0 <b>0%</b> (3%)	11 <b>27%</b> (23%)	22 <b>54%</b> (43%)	7 <b>17%</b> (28%)	1 <b>2%</b> (2%)
17 How well do you think you did on this test	I Did Very Poorly 0 <b>0%</b> (1%)	I Did Poorly 2 <b>5%</b> (2%)	I Did Well 19 <b>46%</b> (46%)	I Did Very Well 19 <b>46%</b> (49%)	Invalid Response 1 <b>2%</b> (2%)
18 How hard did you try on this test	I Did Not Try 0 <b>0%</b> (2%)	I Tried a Little 1 <b>2%</b> (2%)	I Tried a Lot 5 <b>12%</b> (11%)	I Tried Very Hard 33 <b>80%</b> (83%)	Invalid Response 2 <b>5%</b> (2%)

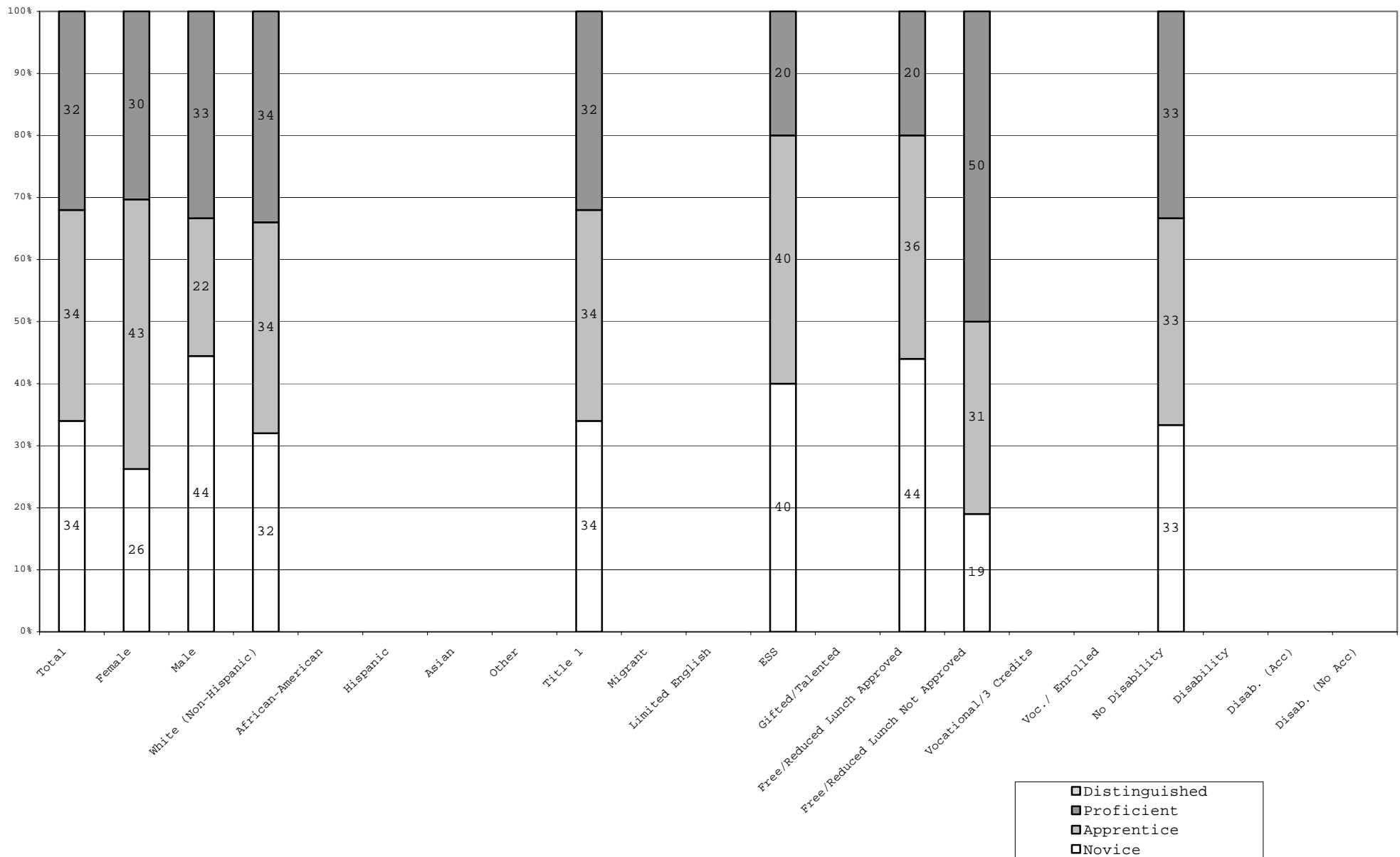
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
PL/Vs DISAGGREGATION  
Performance Level Percents

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

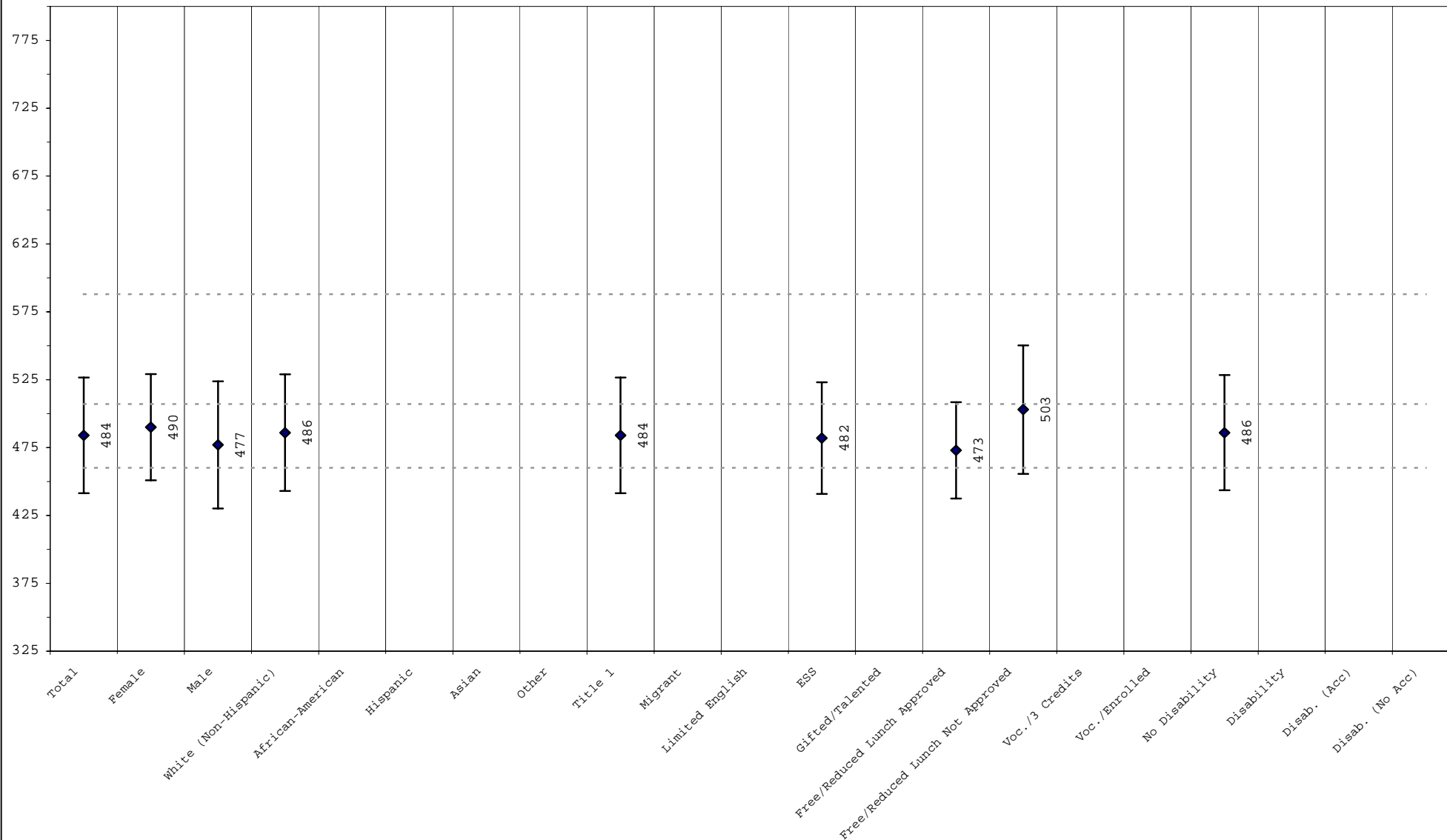


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/VS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	41		484 ( 6.7)	789		500 ( 2.2)	3,300		498 ( 1.1)	49,793		508 ( 0.3)
Gender:												
Female	23	56%	490 ( 8.2)	388	49%	506 ( 3.2)	1,638	50%	507 ( 1.5)	24,359	49%	517 ( 0.4)
Male	18	44%	477 (11.0)	401	51%	494 ( 2.9)	1,659	50%	489 ( 1.5)	25,404	51%	500 ( 0.4)
Gap Female vs Male			13			12*			18*			17*
Ethnicity												
White (Non-Hispanic)	38	93%	486 ( 7.0)	780	99%	499 ( 2.2)	3,236	98%	498 ( 1.1)	42,731	86%	512 ( 0.3)
African-American	2	5%		2			25	1%	469 (13.6)	5,488	11%	481 ( 0.8)
Hispanic				1			5			496	1%	495 ( 2.9)
Asian	1	2%		2			11		545 (18.2)	299	1%	532 ( 3.9)
Other				3			14		528 (11.2)	593	1%	504 ( 2.7)
Gap White vs African American									29*			31*
Gap White vs Hispanic												17*
Gap White vs Asian									-47*			-20*
Gap White vs Other									-30*			8*
Title I												
Participating Students	41	100%	484 ( 6.7)	789	100%	500 ( 2.2)	3,300	100%	498 ( 1.1)	33,214	67%	501 ( 0.3)
Not Participating										16,579	33%	523 ( 0.5)
Gap Participating vs Non-Participating												-22*
Migrant Program												
Participating Students				15	2%	483 (14.1)	39	1%	485 (10.9)	685	1%	482 ( 2.3)
Not Participating	41	100%	484 ( 6.7)	774	98%	500 ( 2.2)	3,261	99%	498 ( 1.1)	49,108	99%	509 ( 0.3)
Gap Participating vs Non-Participating						-17			-13			-27*
Limited English Proficiency												
Participating Students										188		481 ( 5.0)
Not Participating	41	100%	484 ( 6.7)	789	100%	500 ( 2.2)	3,300	100%	498 ( 1.1)	49,605	100%	508 ( 0.3)
Gap Participating vs Non-Participating												-27*
Extended School Services												
Participating Students	10	24%	482 (13.0)	182	23%	493 ( 4.5)	1,042	32%	495 ( 1.8)	12,749	26%	496 ( 0.5)
Not Participating	31	76%	485 ( 7.9)	607	77%	501 ( 2.5)	2,258	68%	499 ( 1.3)	37,044	74%	513 ( 0.3)
Gap Participating vs Non-Participating			-3			-8			-4			-17*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/Vs**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 05

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	2	5%		117	15%	548 ( 4.9)	589	18%	546 ( 2.4)	9,045	18%	554 ( 0.7)
Not Participating	39	95%	481 ( 6.3)	672	85%	491 ( 2.2)	2,711	82%	487 ( 1.1)	40,748	82%	498 ( 0.3)
Gap Participating vs Non-Participating						57*			59*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	25	61%	473 ( 7.1)	486	62%	491 ( 2.8)	2,297	70%	489 ( 1.3)	24,641	49%	491 ( 0.4)
Not Approved (includes not coded)	16	39%	503 (11.8)	303	38%	514 ( 3.4)	1,003	30%	517 ( 1.9)	25,152	51%	525 ( 0.4)
Gap Approved vs Not Approved			-30*			-23*			-28*			-34*
Disability Status												
Students without Disabilities (includes not coded)	39	95%	486 ( 6.8)	716	91%	503 ( 2.2)	2,903	88%	503 ( 1.1)	43,602	88%	514 ( 0.3)
Students with Disabilities	2	5%		73	9%	462 ( 8.1)	397	12%	458 ( 3.2)	6,191	12%	470 ( 0.8)
Tested with Accommodations	1	2%		64	8%	467 ( 8.6)	342	10%	460 ( 3.4)	5,006	10%	469 ( 0.9)
Tested without Accommodations	1	2%		9	1%		55	2%	446 ( 9.2)	1,185	2%	473 ( 1.9)
Gap With vs Without						-41*			-45*			-44*
Alternate Portfolio				7	1%		29	1%		414	1%	
Exemptions (On-Demand)												
Medical				2			6			114		
LEP										216		
Other										3		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: EP

**NRT Accountability Data by Year**

**End-of-Primary**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	47	0	0.0	12	25.5	14	29.8	12	25.5	9	19.1
2000	48	0	0.0	5	10.4	13	27.1	19	39.6	11	22.9
2001	29	1	3.4	6	20.7	9	31.0	9	31.0	4	13.8
2002	40	0	0.0	5	12.5	7	17.5	11	27.5	17	42.5
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: End of Primary

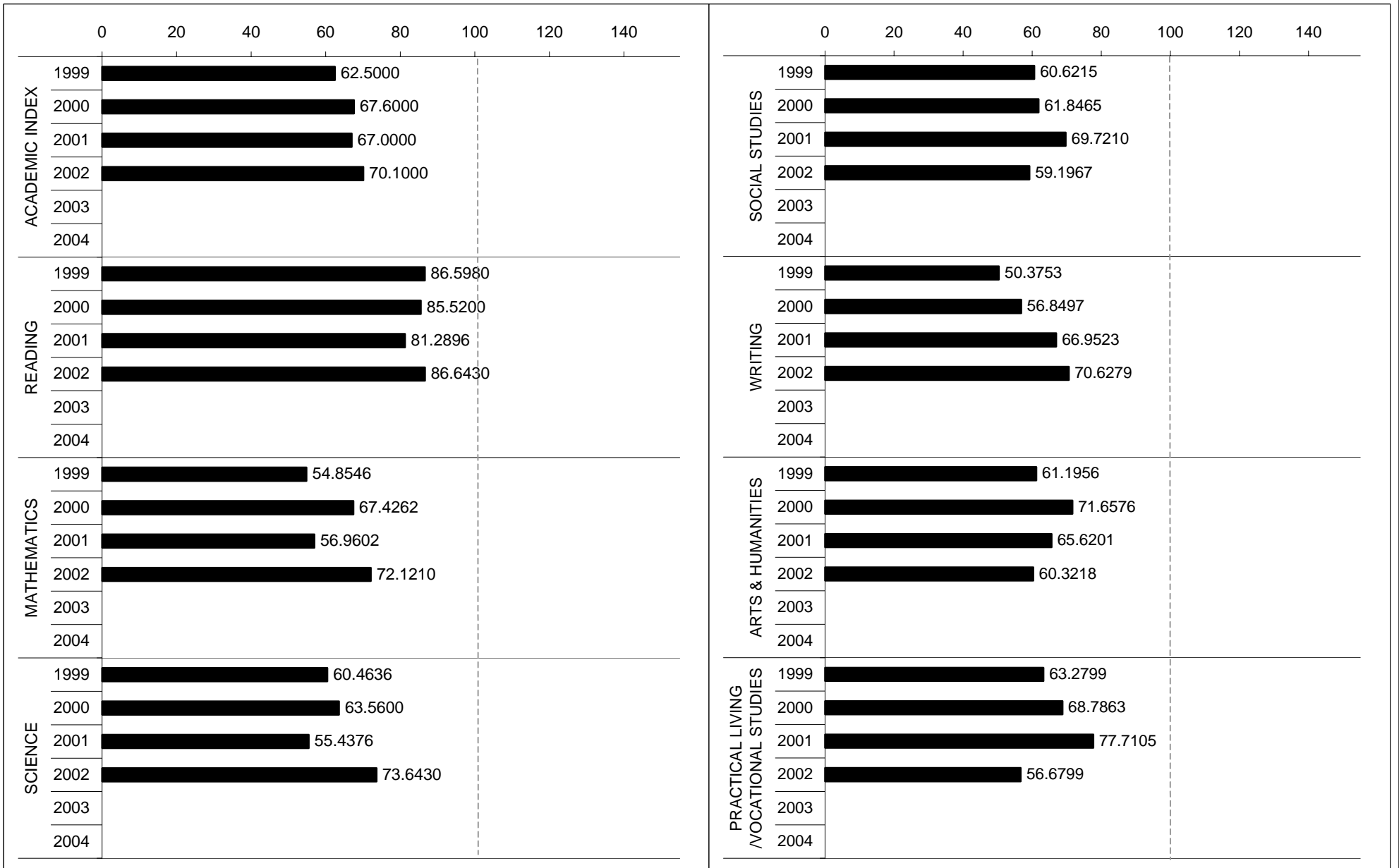
	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	40		56.2	62	61.5	71	58.8	66	60.1	69	13%	18%	28%	43%
Gender:														
Female	25	63%	55.8	61	61	70	57.5	64	59.4	67	16%	16%	28%	40%
Male	15	38%	56.9	63	62.2	72	60.8	70	61.2	70	7%	20%	27%	47%
(Not Coded)														
Ethnicity														
White (Non-Hispanic)	40	100%	56.2	62	61.5	71	58.8	66	60.1	69	13%	18%	28%	43%
African-American														
Hispanic														
Asian														
Other														
(Not Coded)														
Served by Title I	40	100%	56.2	62	61.5	71	58.8	66	60.1	69	13%	18%	28%	43%
Served by Migrant Program	1	3%												
Students with Limited English Proficiency														
Served by Extended School Services														
Served by Gifted and Talented Program														
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	25	63%	54.7	59	58.9	66	54.9	59	57.1	63	20%	16%	24%	40%
Not Approved (includes not coded)	15	38%	58.7	66	65.7	77	65.2	77	65	76	0%	20%	33%	47%
Disability Status														
Students without Disabilities (includes not coded)	36	90%	59.4	67	65	76	61.3	71	63.4	74	6%	17%	31%	47%
Students with Disabilities	4	10%												
Tested with Accommodations	4	10%												
Tested without Accommodations														
Alternate Portfolio														
	Number Exemptions:				Medical		LEP		Other					
	On-Demand													

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.



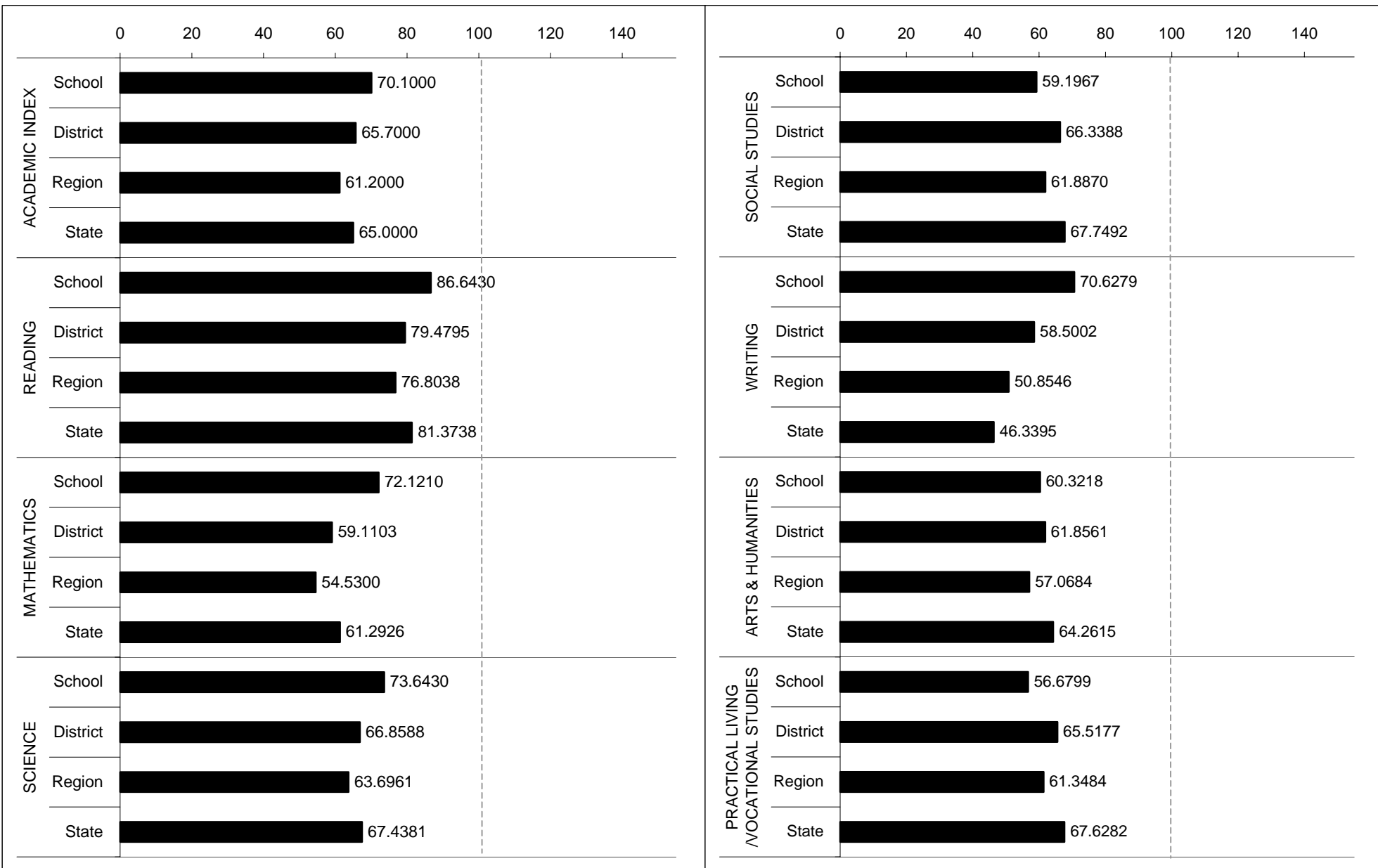
**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**CONTENT AREA INDEX TRENDS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07/08



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ACADEMIC INDEX COMPARISONS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07/08

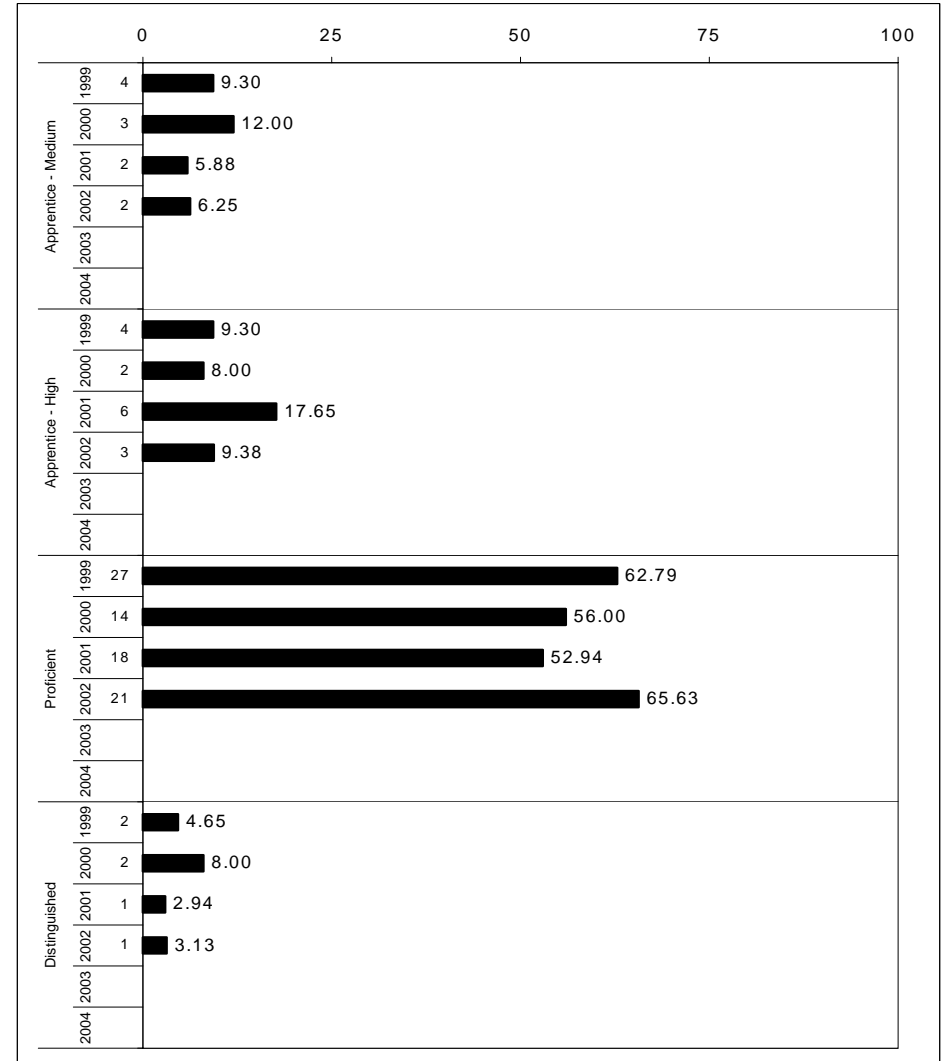
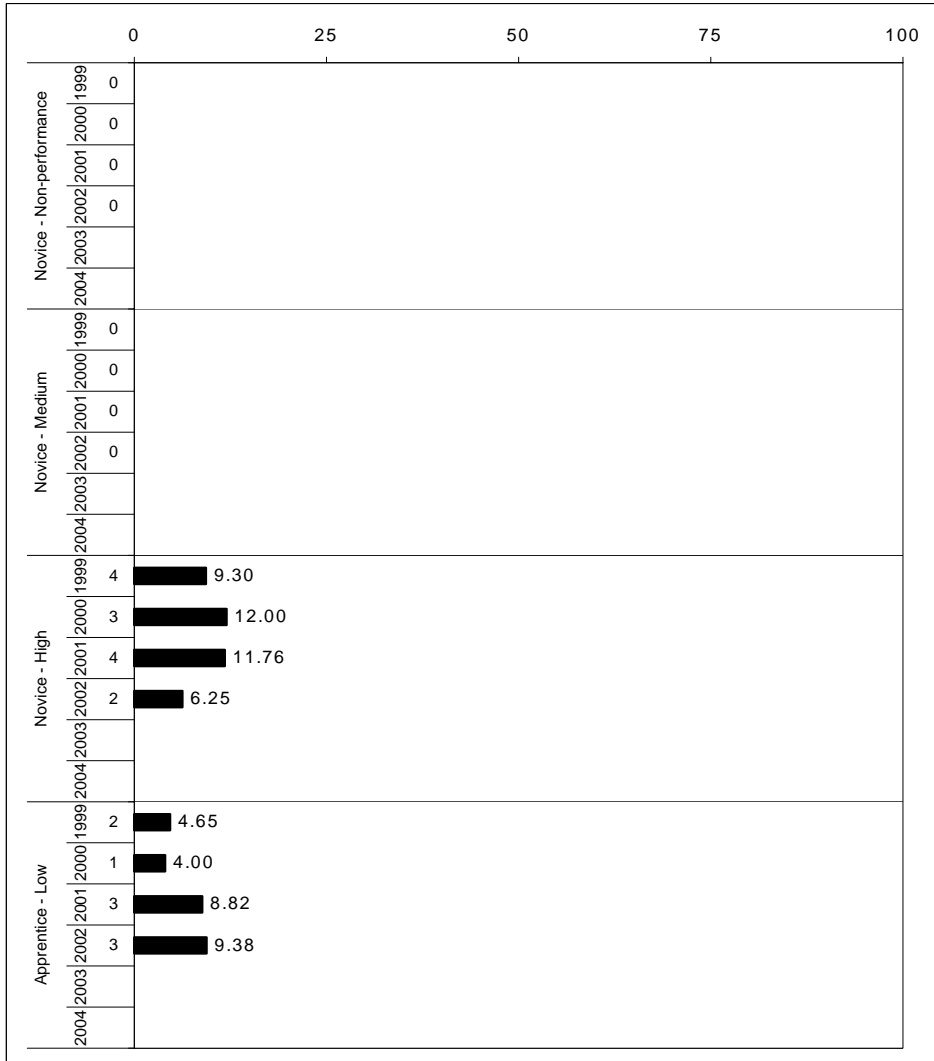






**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



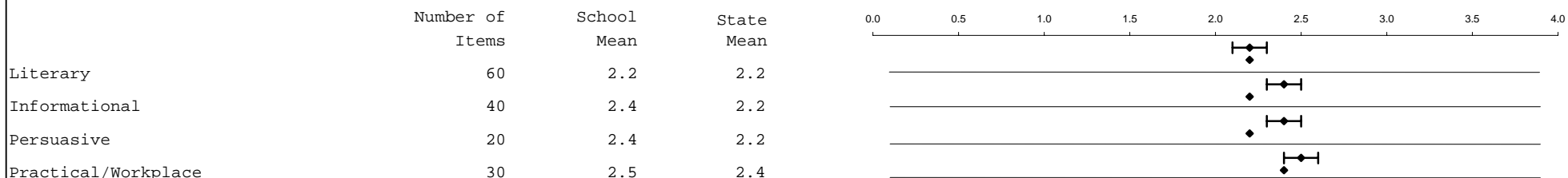
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

READING SUB-DOMAIN MEAN SCORES



School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

OPEN RESPONSE	No. Items	No. Observations	SCHOOL								STATE								School -State	
			Percents							Mean	Std. Err.	No. Observations	Percents						Mean	
			B	0	1	2	3	4	B				0	1	2	3	4			
1.0.x - Literary	12	74	0	3	22	58	16	1	1.9	0.1	113,563	1	5	26	44	21	4	1.9	0.0	
2.0.x - Informational	8	48	0	2	17	42	35	4	2.2	0.1	73,295	1	8	23	43	21	4	1.9	0.3	
3.0.x - Persuasive	4	32	0	0	22	34	34	9	2.3	0.2	48,709	1	4	24	47	20	4	2.0	0.3	
4.0.x - Practical/Workplace	6	38	0	3	8	66	16	8	2.2	0.1	56,687	0	4	19	45	26	6	2.1	0.1	
MULTIPLE CHOICE	No. Items	No. Observations	Correct	Incorrect	Omit/Mult	Mean	Std. Err.	No. Observations	Correct	Incorrect	Omit/Mult	Mean	School -State Mean							
1.0.x - Literary			48	296	71				29	0	0.71			0.03	454,252	71	29	0	0.71	0.00
2.0.x - Informational			32	192	75				26	0	0.74			0.03	293,180	69	31	0	0.69	0.05
3.0.x - Persuasive			16	128	66				34	0	0.66			0.04	194,836	67	33	0	0.67	-0.01
4.0.x - Practical/Workplace			24	152	78				22	0	0.78			0.04	226,748	72	28	0	0.72	0.06

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the reading questions tested things you learned in school	0	<b>0%</b>	(4%)	3	<b>9%</b>	(28%)	16	<b>50%</b>	(51%)	13	<b>41%</b>	(16%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(1%)	4	<b>13%</b>	(4%)	19	<b>59%</b>	(71%)	9	<b>28%</b>	(23%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(2%)	0	<b>0%</b>	(3%)	4	<b>13%</b>	(22%)	28	<b>88%</b>	(71%)	0	<b>0%</b>	(1%)
39 On a typical school day, how much time do you spend reading for subjects other than reading or English/Language arts	No Time			Less Than 1 Hour			1-2 Hours			3-4 Hours			More Than 4 Hours		
	1	<b>3%</b>	(7%)	11	<b>34%</b>	(44%)	13	<b>41%</b>	(37%)	5	<b>16%</b>	(8%)	2	<b>6%</b>	(3%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
40 listen to an adult read aloud	1	<b>3%</b>	(10%)	7	<b>22%</b>	(35%)	3	<b>9%</b>	(13%)	14	<b>44%</b>	(22%)	6	<b>19%</b>	(19%)
41 use a chart or web with passages you read	2	<b>6%</b>	(22%)	12	<b>38%</b>	(40%)	4	<b>13%</b>	(16%)	8	<b>25%</b>	(14%)	6	<b>19%</b>	(6%)
42 read novels, short stories or poems	0	<b>0%</b>	(3%)	7	<b>22%</b>	(25%)	1	<b>3%</b>	(18%)	7	<b>22%</b>	(26%)	17	<b>53%</b>	(26%)
43 read newspapers or magazines	4	<b>13%</b>	(16%)	12	<b>38%</b>	(32%)	8	<b>25%</b>	(20%)	4	<b>13%</b>	(16%)	4	<b>13%</b>	(15%)
44 spend time thinking or talking about what you are going to read BEFORE you read	3	<b>9%</b>	(22%)	9	<b>28%</b>	(27%)	4	<b>13%</b>	(18%)	6	<b>19%</b>	(19%)	10	<b>31%</b>	(14%)
45 use a computer to research and read poems, articles, stories, or books	6	<b>19%</b>	(27%)	9	<b>28%</b>	(36%)	6	<b>19%</b>	(14%)	6	<b>19%</b>	(13%)	5	<b>16%</b>	(10%)
46 use a computer to answer questions about poems, articles, stories or books you have read	10	<b>31%</b>	(36%)	9	<b>28%</b>	(33%)	4	<b>13%</b>	(13%)	5	<b>16%</b>	(9%)	4	<b>13%</b>	(6%)
47 respond in writing to what you read	1	<b>3%</b>	(11%)	7	<b>22%</b>	(28%)	1	<b>3%</b>	(20%)	9	<b>28%</b>	(24%)	14	<b>44%</b>	(16%)
48 discuss what you read with a teacher or other students	0	<b>0%</b>	(11%)	5	<b>16%</b>	(26%)	4	<b>13%</b>	(17%)	4	<b>13%</b>	(23%)	19	<b>59%</b>	(22%)

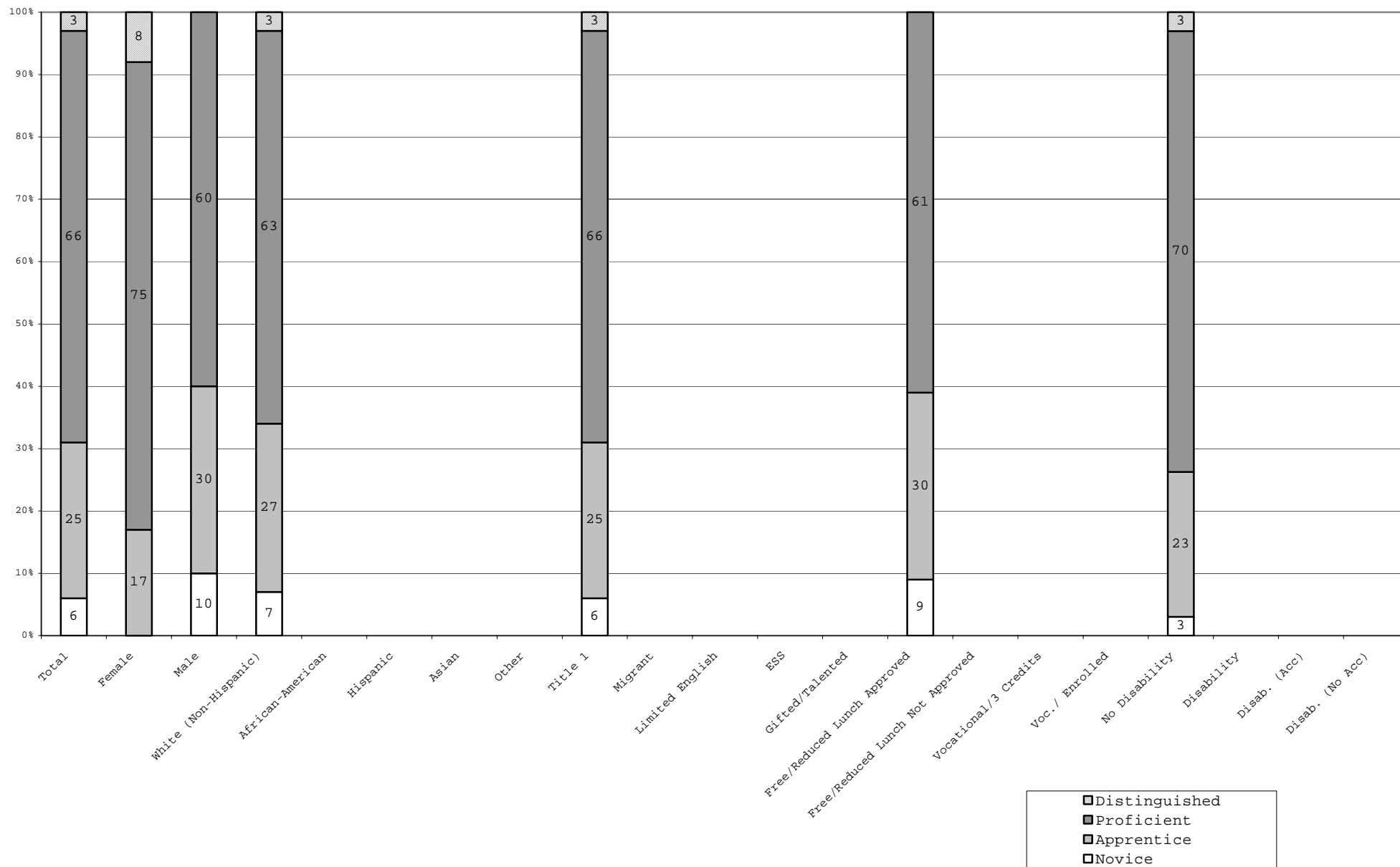
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**READING DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

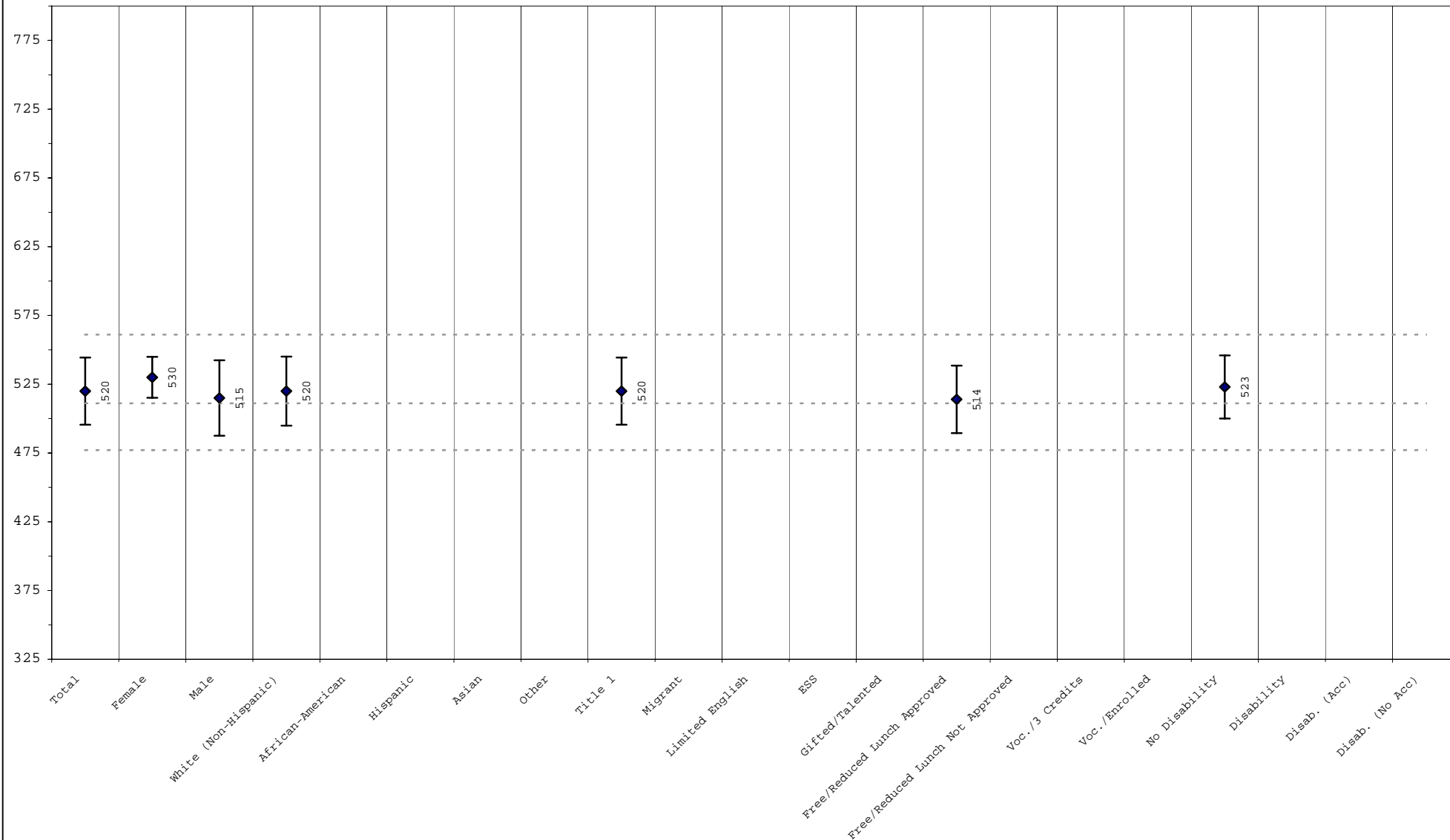


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**READING**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	32		520 ( 4.3)	816		510 ( 1.0)	3,206		508 ( 0.6)	48,856		513 ( 0.2)
Gender:												
Female	12	38%	530 ( 4.3)	371	45%	520 ( 1.4)	1,521	47%	517 ( 0.8)	23,609	48%	521 ( 0.2)
Male	20	63%	515 ( 6.1)	445	55%	502 ( 1.4)	1,682	52%	500 ( 0.8)	25,213	52%	506 ( 0.2)
Gap Female vs Male			15*			18*			17*			15*
Ethnicity												
White (Non-Hispanic)	30	94%	520 ( 4.6)	806	99%	510 ( 1.0)	3,147	98%	508 ( 0.6)	42,088	86%	515 ( 0.2)
African-American				1			19	1%	496 ( 6.0)	5,129	10%	496 ( 0.5)
Hispanic	1	3%		3			5			449	1%	504 ( 1.9)
Asian							8			327	1%	530 ( 2.1)
Other	1	3%		3			13		501 ( 8.7)	615	1%	510 ( 1.4)
Gap White vs African American									12*			19*
Gap White vs Hispanic												11*
Gap White vs Asian												-15*
Gap White vs Other									7			5*
Title I												
Participating Students	32	100%	520 ( 4.3)	389	48%	512 ( 1.5)	2,676	83%	507 ( 0.7)	22,844	47%	509 ( 0.2)
Not Participating				427	52%	508 ( 1.4)	530	17%	513 ( 1.5)	26,012	53%	517 ( 0.2)
Gap Participating vs Non-Participating						4			-6*			-8*
Migrant Program												
Participating Students	1	3%		19	2%	504 ( 6.3)	50	2%	494 ( 5.6)	554	1%	500 ( 1.3)
Not Participating	31	97%	520 ( 4.5)	797	98%	510 ( 1.0)	3,156	98%	508 ( 0.6)	48,302	99%	513 ( 0.2)
Gap Participating vs Non-Participating						-6			-14*			-13*
Limited English Proficiency												
Participating Students				1			2			119		483 ( 4.4)
Not Participating	32	100%	520 ( 4.3)	815	100%	510 ( 1.0)	3,204	100%	508 ( 0.6)	48,737	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-30*
Extended School Services												
Participating Students	4	13%		267	33%	514 ( 1.5)	1,008	31%	510 ( 1.0)	9,973	20%	506 ( 0.3)
Not Participating	28	88%	523 ( 4.4)	549	67%	509 ( 1.4)	2,198	69%	507 ( 0.8)	38,883	80%	515 ( 0.2)
Gap Participating vs Non-Participating						5*			3*			-9*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**READING**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	8	25%		73	9%	538 ( 2.6)	527	16%	536 ( 1.4)	8,226	17%	542 ( 0.3)
Not Participating	24	75%	518 ( 4.9)	743	91%	508 ( 1.1)	2,679	84%	502 ( 0.6)	40,630	83%	507 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						30*			34*			35*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	23	72%	514 ( 5.1)	498	61%	505 ( 1.3)	2,125	66%	502 ( 0.7)	22,205	45%	502 ( 0.2)
Not Approved (includes not coded)	9	28%		318	39%	519 ( 1.7)	1,081	34%	521 ( 1.0)	26,651	55%	523 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-14*			-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)	30	94%	523 ( 4.2)	750	92%	513 ( 1.0)	2,832	88%	512 ( 0.6)	43,093	88%	517 ( 0.2)
Students with Disabilities	2	6%		66	8%	477 ( 3.4)	374	12%	475 ( 1.5)	5,763	12%	481 ( 0.4)
Tested with Accommodations	1	3%		54	7%	478 ( 3.8)	308	10%	474 ( 1.6)	4,117	8%	480 ( 0.5)
Tested without Accommodations	1	3%		12	1%	474 ( 6.8)	66	2%	481 ( 3.7)	1,646	3%	483 ( 0.9)
<i>Gap With vs Without</i>						-36*			-37*			-36*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

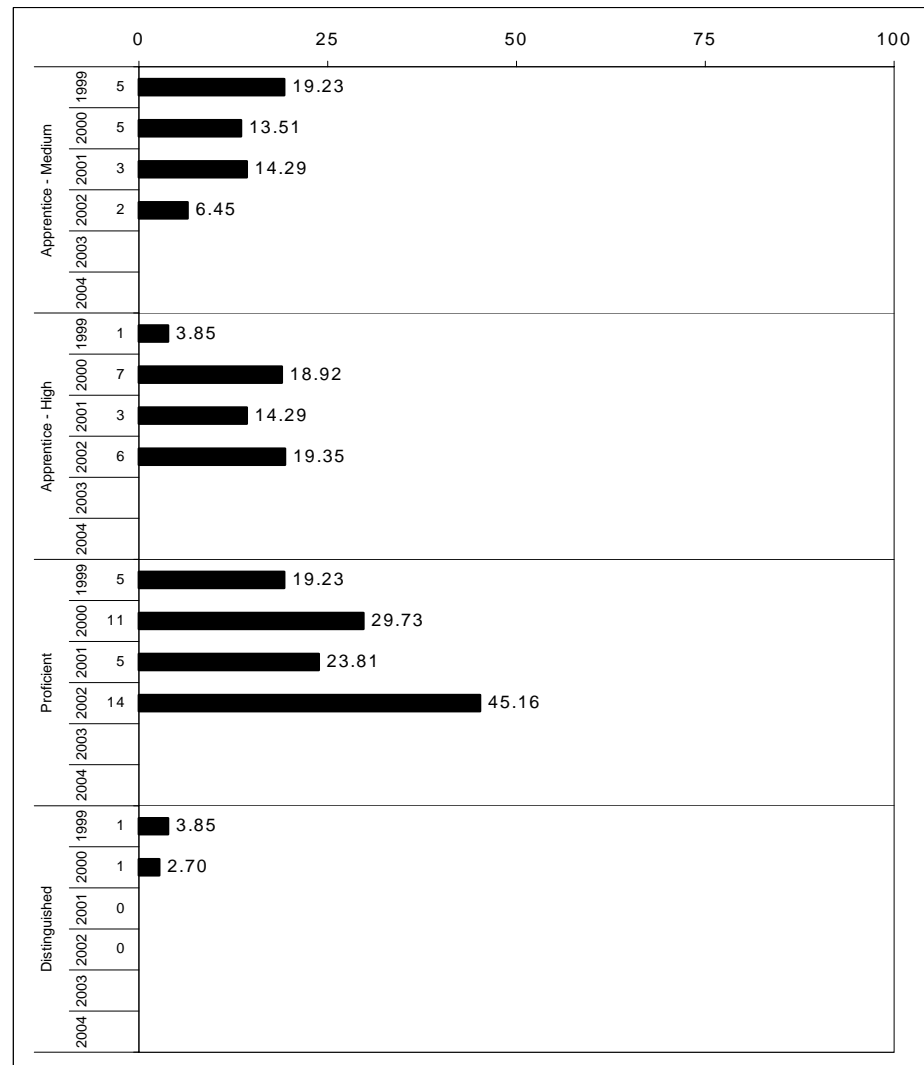
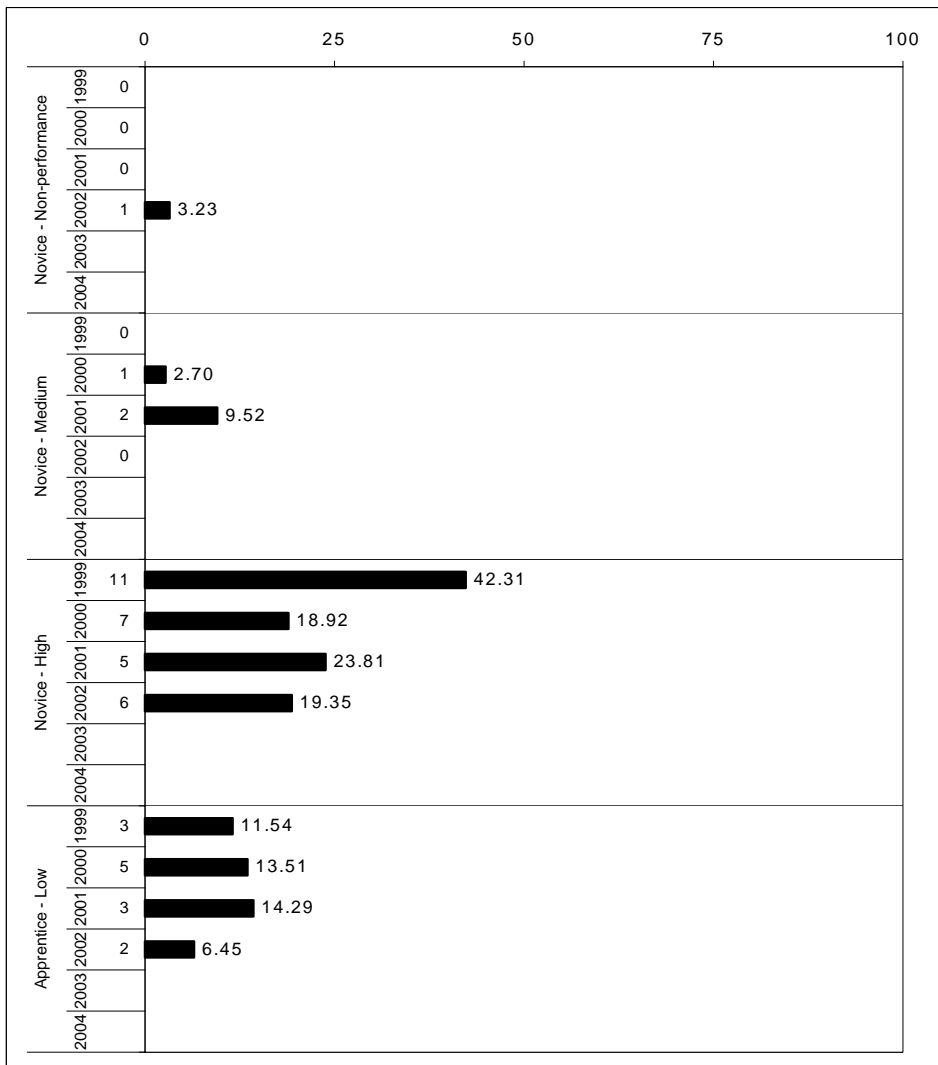
Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

**MATHEMATICS SUB-DOMAIN MEAN SCORES**

	Number of Items	School Mean	State Mean	0.0 0.5 1.0 1.5 2.0 2.5 3.0 3.5 4.0
Number/Computation	56	1.9	1.8	
Geometry/Masurement	44	1.9	1.7	
Probability/Statistics	26	2.2	2.0	
Algebraic Ideas	44	2.1	1.8	

School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

OPEN RESPONSE	No.	SCHOOL										STATE									School
	Items	No.	Percents								Std.	No.	Percents								-State
	Observations	B	0	1	2	3	4	Mean	Err.	Observations	B	0	1	2	3	4	Mean	Mean			
1.x.x - Number/Computation	13	65	0	20	34	28	11	8	1.5	0.2	101,179	1	22	34	21	15	8	1.5	0.0		
1.1.x - Concepts	2	10	0	0	40	40	0	20	2.0	0.4	15,461	1	19	29	30	14	6	1.6	0.4		
1.2.x - Skills	12	59	0	22	34	25	12	7	1.5	0.2	93,455	1	22	34	20	15	8	1.5	0.0		
1.3.x - Relationships	0	0									0										
2.x.x - Geometry/Measurement	10	51	0	16	27	37	14	6	1.7	0.2	77,570	1	23	35	23	12	7	1.4	0.3		
2.1.x - Concepts	1	6							***		7,724	1	33	26	15	12	13	1.4			
2.2.x - Skills	7	35	0	6	31	43	11	9	1.9	0.2	54,162	1	21	37	27	10	5	1.4	0.5		
2.3.x - Relationships	2	10	0	50	0	20	30	0	1.3	0.4	15,684	1	26	31	14	18	10	1.6	-0.3		
3.x.x - Probability/Statistics	7	36	0	11	11	39	36	3	2.1	0.2	54,352	0	15	24	27	27	6	1.8	0.3		
3.1.x - Concepts	1	6							***		7,724	0	8	15	27	47	2	2.2			
3.2.x - Skills	7	36	0	11	11	39	36	3	2.1	0.2	54,352	0	15	24	27	27	6	1.8	0.3		
3.3.x - Relationships	2	9							***		15,682	0	13	26	34	22	4	1.8			
4.x.x - Algebraic Ideas	13	68	0	7	26	41	16	9	1.9	0.1	101,193	1	18	35	27	12	7	1.6	0.3		
4.1.x - Concepts	2	9							***		15,466	1	25	27	29	10	7	1.4			
4.2.x - Skills	11	59	0	8	29	36	17	10	1.9	0.2	85,511	1	19	36	24	13	8	1.5	0.4		
4.3.x - Relationships	7	38	0	5	18	47	18	11	2.1	0.2	54,796	1	15	32	32	13	7	1.6	0.5		
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult							
1.x.x - Number/Computation	43	269	65	35	0				0.65	0.03	404,121	59	41	0			0.59	0.06			
1.1.x - Concepts	15	100	68	32	0				0.68	0.05	155,305	57	43	0			0.57	0.11			
1.2.x - Skills	24	135	58	42	0				0.58	0.04	202,186	59	41	0			0.59	-0.01			
1.3.x - Relationships	6	44	75	25	0				0.75	0.07	62,304	63	37	0			0.63	0.12			
2.x.x - Geometry/Measurement	34	198	67	33	0				0.67	0.04	295,221	58	42	0			0.58	0.09			
2.1.x - Concepts	10	64	73	27	0				0.73	0.06	93,223	59	41	0			0.59	0.14			
2.2.x - Skills	23	130	63	37	0				0.63	0.04	194,038	57	43	0			0.57	0.06			
2.3.x - Relationships	3	15	67	33	0				0.67	0.13	23,629	56	44	0			0.56	0.11			
3.x.x - Probability/Statistics	19	122	64	36	0				0.64	0.04	186,505	59	41	0			0.59	0.05			
3.1.x - Concepts	4	24	67	33	0				0.67	0.10	39,105	59	41	0			0.59	0.08			
3.2.x - Skills	14	87	64	36	0				0.64	0.05	131,731	63	37	0			0.63	0.01			
3.3.x - Relationships	2	16	63	38	0				0.63	0.12	23,408	38	62	0			0.38	0.25			
4.x.x - Algebraic Ideas	31	193	65	35	0				0.65	0.04	287,695	56	44	0			0.56	0.09			
4.1.x - Concepts	11	66	62	38	0				0.62	0.06	101,008	57	43	0			0.57	0.05			
4.2.x - Skills	19	121	67	33	0				0.67	0.05	178,938	55	45	0			0.55	0.12			
4.3.x - Relationships	3	17	53	47	0				0.53	0.12	23,227	46	54	0			0.46	0.07			

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many questions tested the mathematics you learned in school	0	<b>0%</b>	(1%)	2	<b>6%</b>	(14%)	9	<b>29%</b>	(54%)	20	<b>65%</b>	(29%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(2%)	0	<b>0%</b>	(8%)	26	<b>84%</b>	(68%)	5	<b>16%</b>	(20%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(2%)	0	<b>0%</b>	(3%)	6	<b>19%</b>	(20%)	25	<b>81%</b>	(74%)	0	<b>0%</b>	(1%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 work with other students in pairs, small groups, or teams	1	<b>3%</b>	(11%)	20	<b>65%</b>	(54%)	0	<b>0%</b>	(14%)	9	<b>29%</b>	(14%)	0	<b>0%</b>	(6%)
40 work on mathematics projects/investigations that require more than one class period	3	<b>10%</b>	(24%)	17	<b>55%</b>	(46%)	6	<b>19%</b>	(14%)	2	<b>6%</b>	(10%)	2	<b>6%</b>	(5%)
41 use a calculator	0	<b>0%</b>	(2%)	1	<b>3%</b>	(9%)	1	<b>3%</b>	(6%)	2	<b>6%</b>	(18%)	27	<b>87%</b>	(64%)
42 use a computer	0	<b>0%</b>	(47%)	12	<b>39%</b>	(31%)	7	<b>23%</b>	(8%)	11	<b>35%</b>	(6%)	1	<b>3%</b>	(7%)
43 write about mathematics	1	<b>3%</b>	(21%)	12	<b>39%</b>	(34%)	6	<b>19%</b>	(14%)	4	<b>13%</b>	(13%)	8	<b>26%</b>	(15%)
44 use hands-on materials other than books, worksheets, calculators or computers	0	<b>0%</b>	(17%)	13	<b>42%</b>	(40%)	4	<b>13%</b>	(15%)	7	<b>23%</b>	(14%)	7	<b>23%</b>	(12%)
45 draw pictures or charts to help explain your thinking	1	<b>3%</b>	(4%)	9	<b>29%</b>	(28%)	7	<b>23%</b>	(20%)	9	<b>29%</b>	(28%)	5	<b>16%</b>	(18%)
46 discuss different ways to solve problems	1	<b>3%</b>	(3%)	1	<b>3%</b>	(11%)	3	<b>10%</b>	(13%)	11	<b>35%</b>	(28%)	15	<b>48%</b>	(44%)
47 receive meaningful feedback on assignments	2	<b>6%</b>	(8%)	3	<b>10%</b>	(18%)	6	<b>19%</b>	(17%)	11	<b>35%</b>	(27%)	9	<b>29%</b>	(28%)
48 work on mathematics that is related to real-life experiences	2	<b>6%</b>	(7%)	6	<b>19%</b>	(23%)	5	<b>16%</b>	(17%)	4	<b>13%</b>	(27%)	14	<b>45%</b>	(24%)

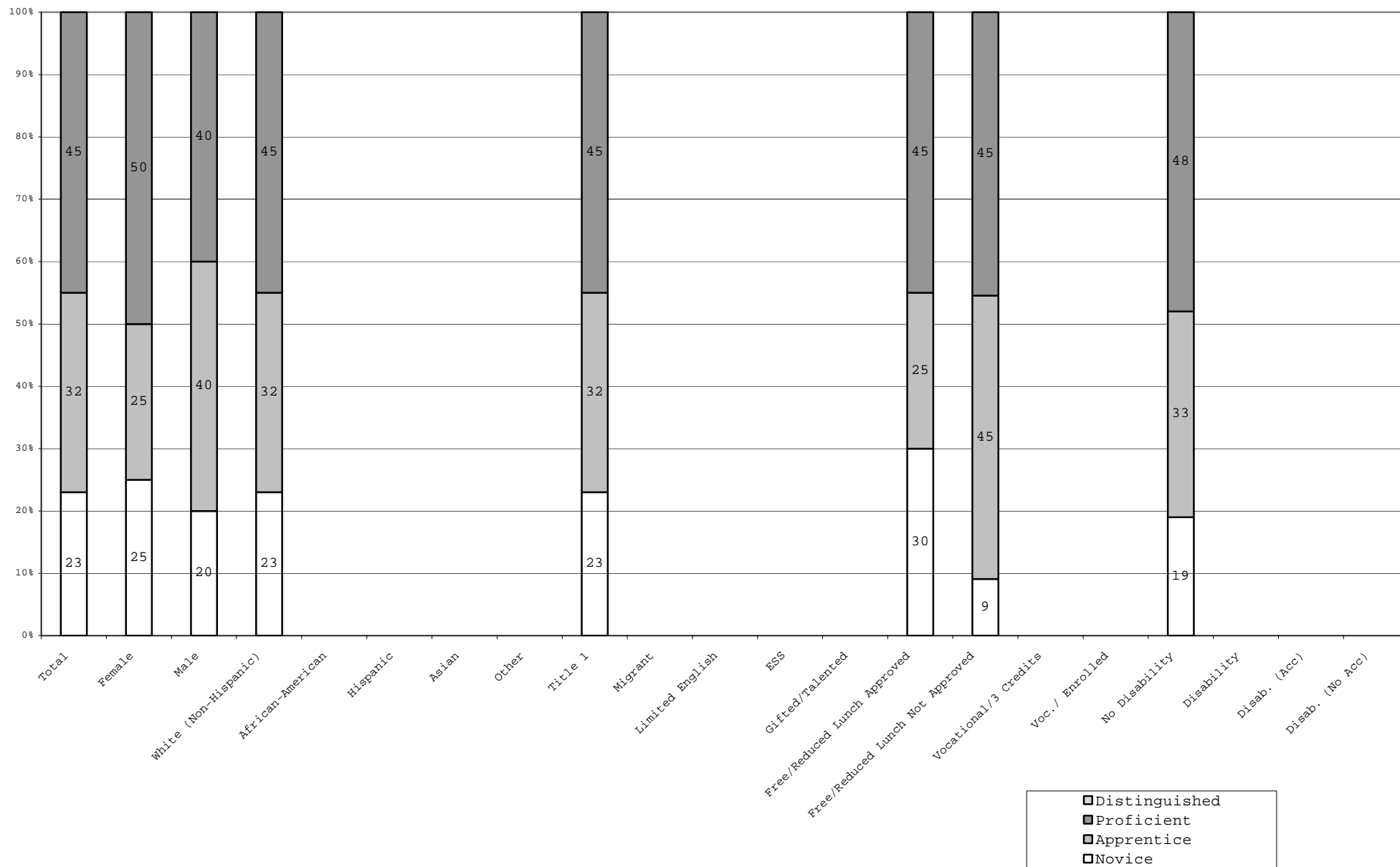
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MATHEMATICS DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

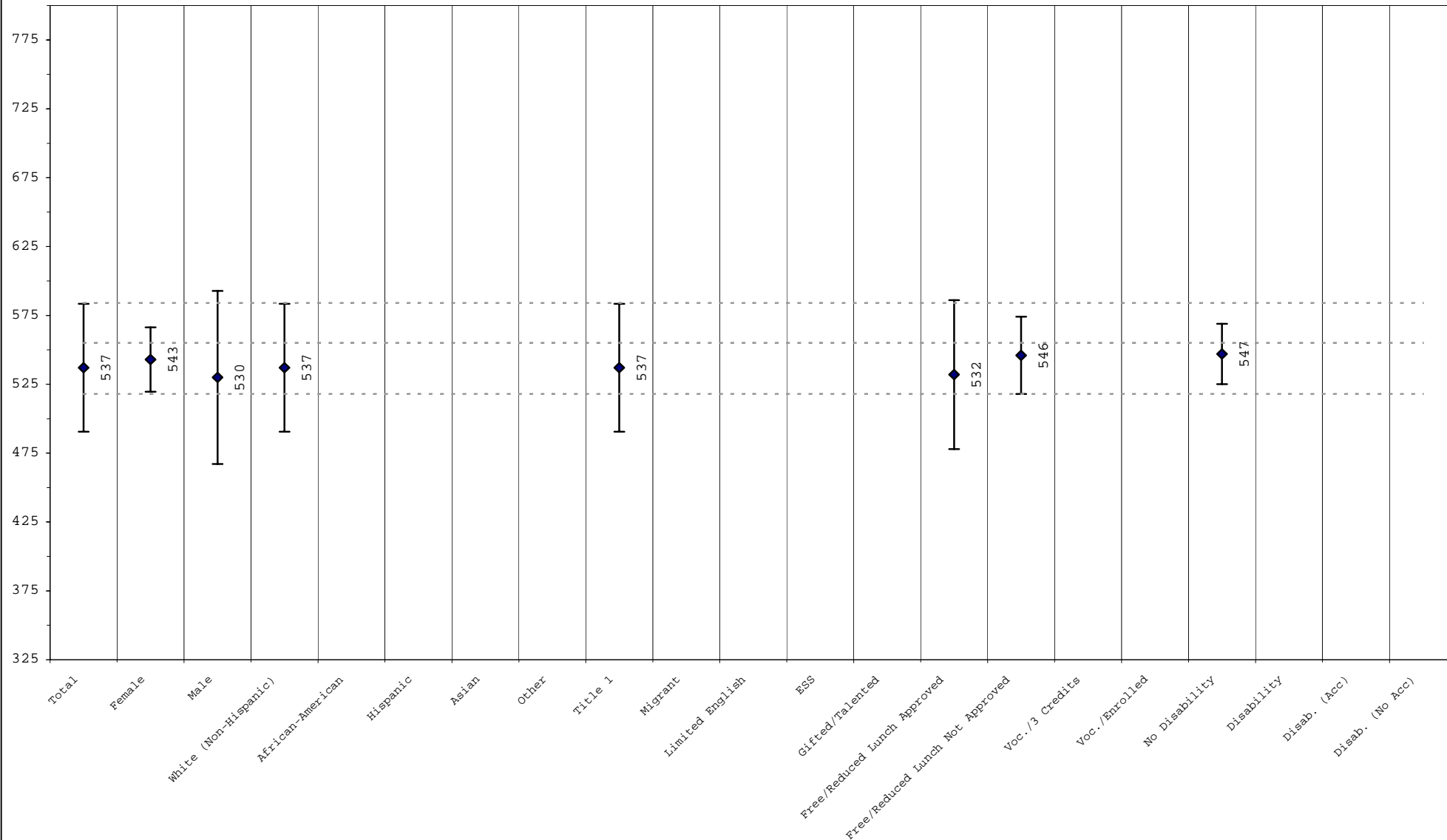


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**MATHEMATICS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	31		537 ( 8.3)	746		529 ( 1.4)	3,135		522 ( 0.8)	46,957		530 ( 0.2)
Gender:												
Female	16	52%	543 ( 5.8)	354	47%	532 ( 1.9)	1,477	47%	525 ( 1.1)	22,893	49%	532 ( 0.3)
Male	15	48%	530 (16.2)	392	53%	527 ( 2.0)	1,656	53%	519 ( 1.1)	24,042	51%	528 ( 0.3)
Gap Female vs Male			13			5			6*			4*
Ethnicity												
White (Non-Hispanic)	31	100%	537 ( 8.3)	733	98%	529 ( 1.4)	3,084	98%	522 ( 0.8)	40,780	87%	533 ( 0.2)
African-American				1			14		532 ( 8.4)	4,723	10%	507 ( 0.6)
Hispanic				4	1%		8			453	1%	521 ( 2.1)
Asian				2			6			311	1%	557 ( 2.7)
Other				5	1%		13		534 ( 7.0)	547	1%	527 ( 1.7)
Gap White vs African American									-10			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-24*
Gap White vs Other									-12			6*
Title I												
Participating Students	31	100%	537 ( 8.3)	383	51%	532 ( 1.8)	2,671	85%	521 ( 0.8)	21,583	46%	523 ( 0.3)
Not Participating				363	49%	526 ( 2.1)	464	15%	529 ( 1.9)	25,374	54%	535 ( 0.2)
Gap Participating vs Non-Participating						6*			-8*			-12*
Migrant Program												
Participating Students				12	2%	516 (10.7)	34	1%	505 ( 8.8)	449	1%	511 ( 2.1)
Not Participating	31	100%	537 ( 8.3)	734	98%	529 ( 1.4)	3,101	99%	522 ( 0.8)	46,508	99%	530 ( 0.2)
Gap Participating vs Non-Participating						-13			-17			-19*
Limited English Proficiency												
Participating Students							1			118		502 ( 5.4)
Not Participating	31	100%	537 ( 8.3)	746	100%	529 ( 1.4)	3,134	100%	522 ( 0.8)	46,839	100%	530 ( 0.2)
Gap Participating vs Non-Participating												-28*
Extended School Services												
Participating Students				131	18%	528 ( 3.1)	621	20%	526 ( 1.6)	7,703	16%	523 ( 0.4)
Not Participating	31	100%	537 ( 8.3)	615	82%	529 ( 1.5)	2,514	80%	521 ( 0.9)	39,254	84%	531 ( 0.2)
Gap Participating vs Non-Participating						-1			5*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**MATHEMATICS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	3	10%		57	8%	566 ( 2.8)	496	16%	556 ( 1.3)	8,093	17%	565 ( 0.3)
Not Participating	28	90%	534 ( 9.1)	689	92%	526 ( 1.4)	2,639	84%	516 ( 0.8)	38,864	83%	523 ( 0.2)
Gap Participating vs Non-Participating						40*			40*			42*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	20	65%	532 (12.1)	411	55%	522 ( 1.8)	2,027	65%	514 ( 1.0)	20,016	43%	515 ( 0.3)
Not Approved (includes not coded)	11	35%	546 ( 8.5)	335	45%	537 ( 2.0)	1,108	35%	536 ( 1.1)	26,941	57%	541 ( 0.2)
Gap Approved vs Not Approved			-14			-15*			-22*			-26*
Disability Status												
Students without Disabilities (includes not coded)	27	87%	547 ( 4.2)	682	91%	535 ( 1.2)	2,789	89%	529 ( 0.7)	41,500	88%	536 ( 0.2)
Students with Disabilities	4	13%		64	9%	469 ( 6.5)	346	11%	468 ( 3.0)	5,457	12%	485 ( 0.7)
Tested with Accommodations	2	6%		44	6%	465 ( 7.7)	275	9%	467 ( 3.4)	3,701	8%	482 ( 0.8)
Tested without Accommodations	2	6%		20	3%	478 (12.3)	71	2%	472 ( 6.4)	1,756	4%	493 ( 1.2)
Gap With vs Without						-66*			-61*			-51*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

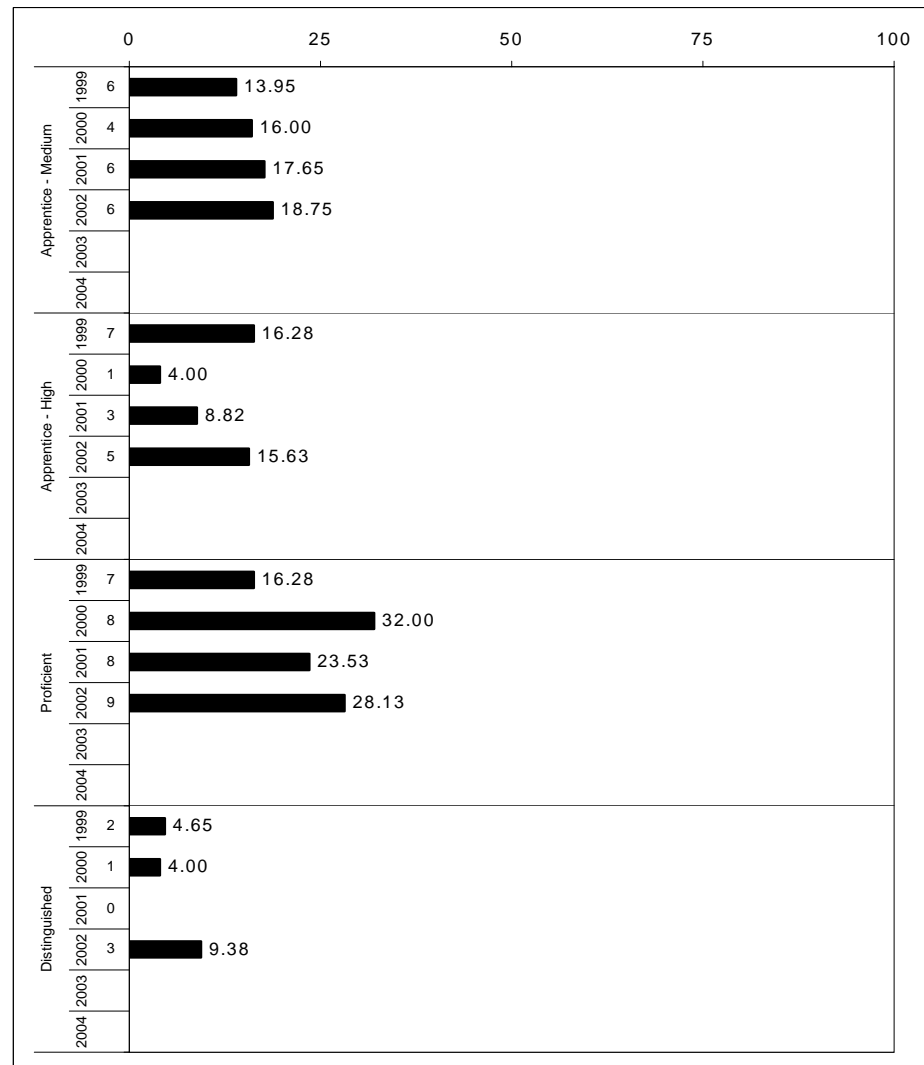
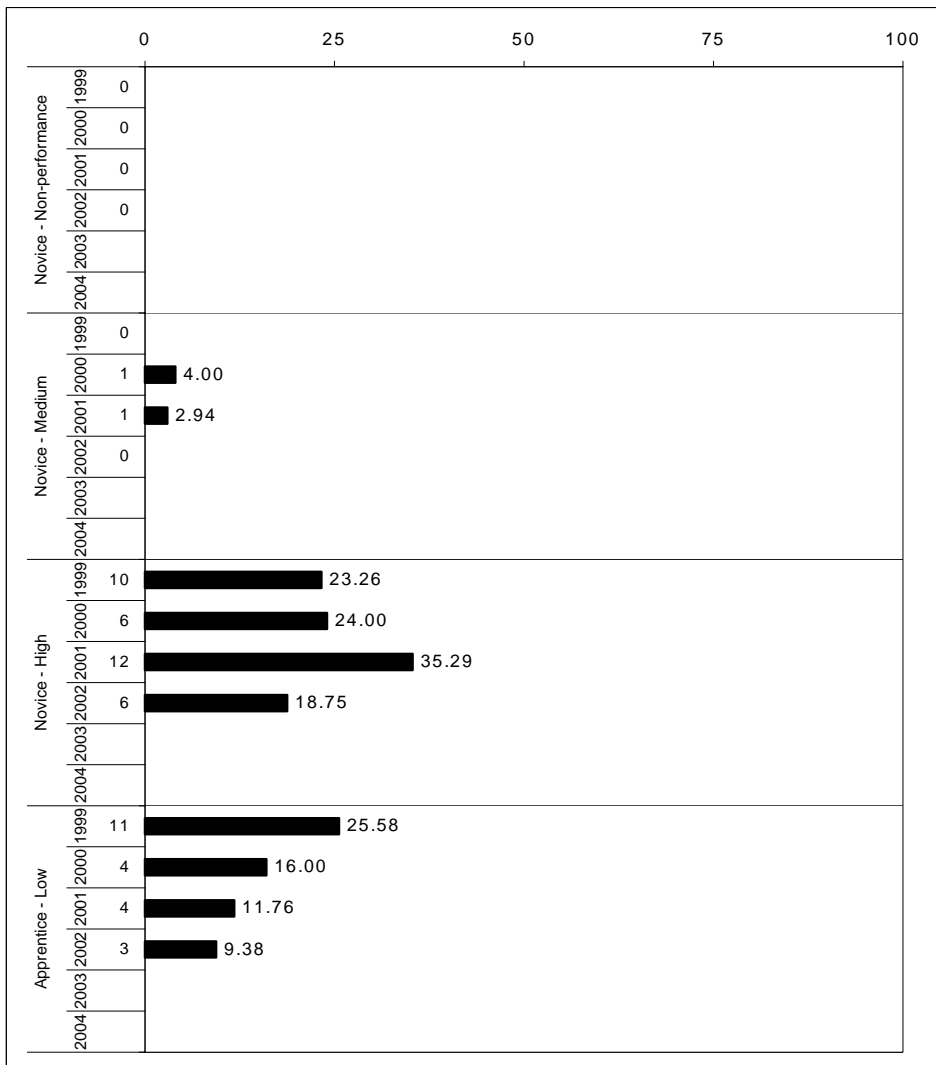
Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



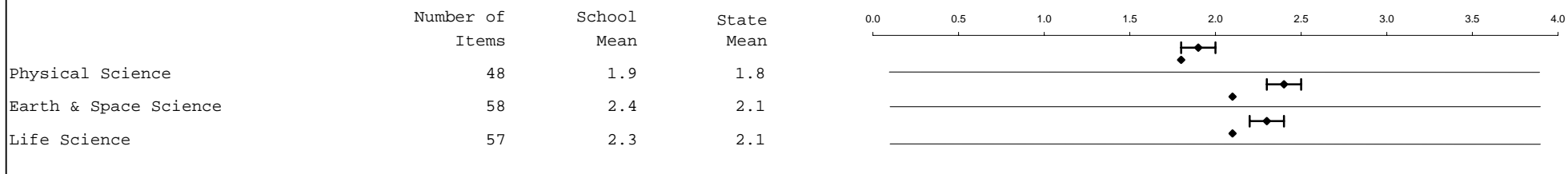
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE SUB-DOMAIN**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

SCIENCE SUB-DOMAIN MEAN SCORES



School: Top  
State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE CORE CONTENT**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

OPEN RESPONSE	No.	SCHOOL										STATE									School	
	Items	No.	Percents							Mean	Std. Err.	No.	Percents							Mean	-State Mean	
		Observations	B	0	1	2	3	4	B				0	1	2	3	4					
1.x.x - Physical Science	12	65	0	12	34	37	8	9	1.7	0.1	97,327	1	19	30	32	13	6	1.6	0.1			
1.1.x - Matter Properties/Changes	3	17	0	18	35	29	12	6	1.5	0.3	24,471	1	20	30	32	12	5	1.5	0.0			
1.2.x - Motions and Forces	4	20	0	10	45	45	0	0	1.4	0.2	32,315	1	21	37	27	11	3	1.4	0.0			
1.3.x - Transfer of Energy	5	28	0	11	25	36	11	18	2.0	0.2	40,541	1	17	23	35	16	8	1.7	0.3			
2.x.x - Earth & Space Science	14	74	0	7	20	45	19	9	2.0	0.1	113,592	1	12	24	33	21	9	1.9	0.1			
2.1.x - Earth's System Structure	9	48	0	6	23	40	23	8	2.0	0.2	73,309	1	12	25	33	20	9	1.9	0.1			
2.2.x - Earth's History	4	20	0	10	25	50	15	0	1.7	0.3	32,315	1	17	27	32	18	5	1.7	0.0			
2.3.x - Earth in the Solar System	3	16	0	6	6	63	6	19	2.3	0.3	24,142	1	10	18	32	28	11	2.1	0.2			
3.x.x - Life Science	14	74	0	9	27	31	30	3	1.9	0.1	113,554	1	15	25	31	20	7	1.8	0.1			
3.1.x - Living Systems ...	2	11	0	0	36	0	64	0	2.3	0.3	16,050	1	4	22	36	29	8	2.1	0.2			
3.2.x - Regulation and Behavior	1	5							***		8,068	2	29	28	24	13	5	1.3				
3.3.x - Reproduction and Heredity	1	6							***		8,417	3	22	31	21	14	10	1.5				
3.4.x - Organisms:Diversity/Adapt.	5	26	0	12	31	23	31	4	1.8	0.2	40,741	1	18	23	31	20	8	1.7	0.1			
3.5.x - Populations & Ecosystems	5	26	0	4	8	62	23	4	2.2	0.2	40,278	1	13	26	34	20	7	1.8	0.4			
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult								Correct	Incorrect	Omit/Mult							
1.x.x - Physical Science	36	230	64	36	0						0.64	0.03	349,380	60	40	0	0.60 0.04					
1.1.x - Matter Properties/Changes	11	76	59	41	0						0.59	0.06	113,833	60	40	0	0.60 -0.01					
1.2.x - Motions and Forces	10	58	72	28	0						0.72	0.06	89,416	62	38	0	0.61 0.11					
1.3.x - Transfer of Energy	16	102	65	35	0						0.65	0.05	154,108	60	40	0	0.60 0.05					
2.x.x - Earth & Space Science	44	277	77	24	0						0.77	0.03	421,911	61	39	0	0.61 0.16					
2.1.x - Earth's System Structure	17	107	77	23	0						0.77	0.05	162,626	61	39	0	0.61 0.16					
2.2.x - Earth's History	6	55	75	26	0						0.75	0.07	81,617	62	38	0	0.62 0.13					
2.3.x - Earth in the Solar System	21	115	77	23	0						0.77	0.05	177,668	61	39	0	0.61 0.16					
3.x.x - Life Science	43	282	72	28	0						0.72	0.03	430,404	66	34	0	0.66 0.06					
3.1.x - Living Systems ...	7	48	67	33	0						0.67	0.07	72,840	62	38	0	0.62 0.05					
3.2.x - Regulation and Behavior	11	78	59	41	0						0.59	0.06	121,276	60	40	0	0.60 -0.01					
3.3.x - Reproduction and Heredity	5	32	84	16	0						0.84	0.08	48,733	71	29	0	0.71 0.13					
3.4.x - Organisms:Diversity/Adapt.	7	43	77	23	0						0.77	0.07	64,774	71	29	0	0.71 0.06					
3.5.x - Populations & Ecosystems	16	102	78	23	0						0.77	0.05	155,000	68	32	0	0.68 0.09					

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCIENCE QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

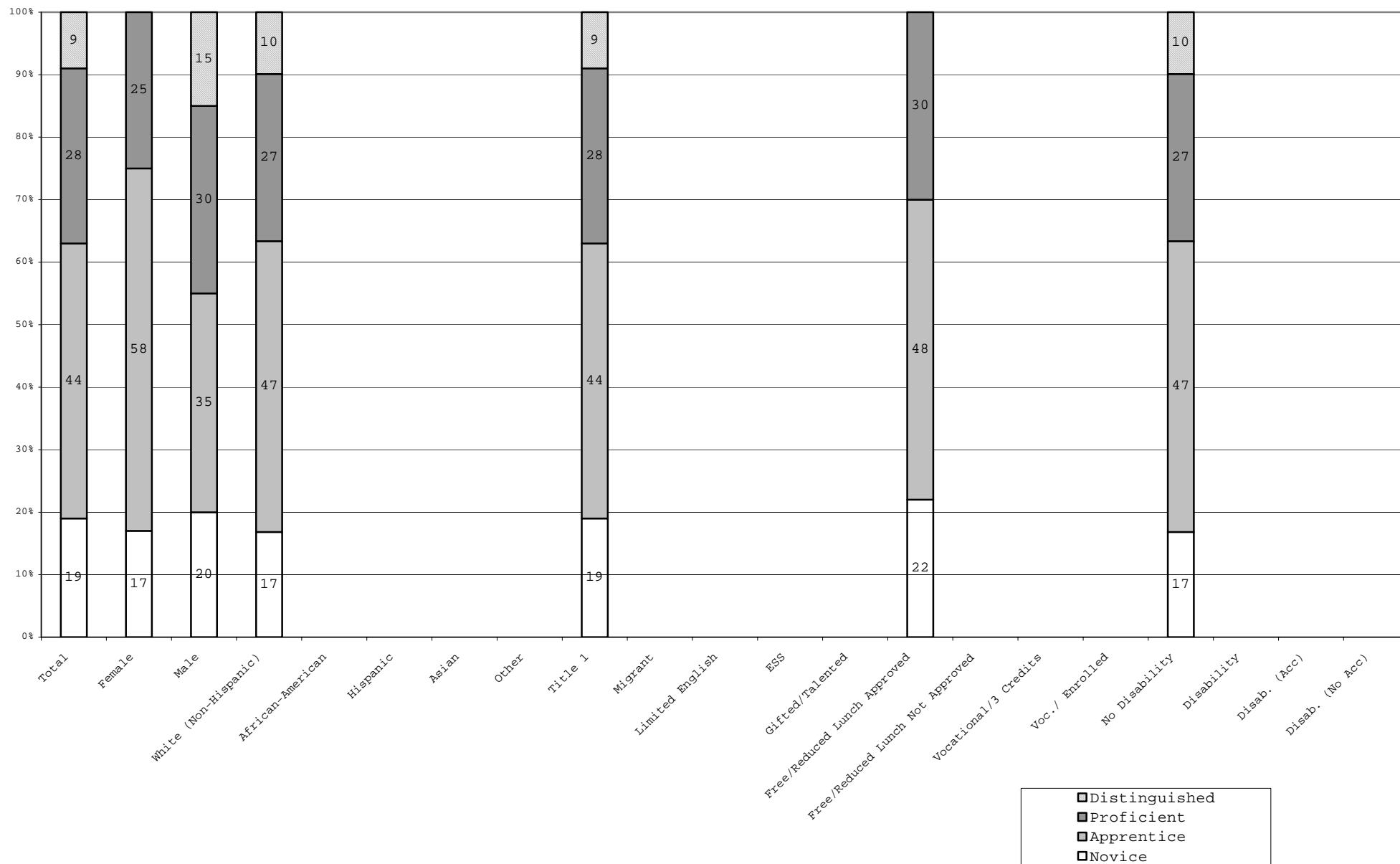
	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the science questions tested things you learned in school	1	<b>3%</b>	(2%)	2	<b>6%</b>	(28%)	20	<b>63%</b>	(53%)	9	<b>28%</b>	(14%)	0	<b>0%</b>	(2%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	2	<b>6%</b>	(1%)	1	<b>3%</b>	(8%)	24	<b>75%</b>	(69%)	5	<b>16%</b>	(19%)	0	<b>0%</b>	(2%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	0	<b>0%</b>	(3%)	1	<b>3%</b>	(4%)	4	<b>13%</b>	(22%)	27	<b>84%</b>	(70%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
39 read from a textbook	0	<b>0%</b>	(6%)	2	<b>6%</b>	(26%)	2	<b>6%</b>	(13%)	9	<b>28%</b>	(26%)	19	<b>59%</b>	(28%)
40 read about science in magazines or books other than a textbook	1	<b>3%</b>	(17%)	13	<b>41%</b>	(40%)	7	<b>22%</b>	(20%)	5	<b>16%</b>	(15%)	6	<b>19%</b>	(7%)
41 work on worksheets	0	<b>0%</b>	(2%)	4	<b>13%</b>	(15%)	0	<b>0%</b>	(14%)	12	<b>38%</b>	(34%)	16	<b>50%</b>	(34%)
42 work with other students in pairs, small groups or teams	1	<b>3%</b>	(5%)	8	<b>25%</b>	(42%)	3	<b>9%</b>	(22%)	12	<b>38%</b>	(20%)	8	<b>25%</b>	(10%)
43 watch your teacher do a science demonstration	2	<b>6%</b>	(9%)	14	<b>44%</b>	(41%)	5	<b>16%</b>	(20%)	7	<b>22%</b>	(17%)	4	<b>13%</b>	(10%)
44 watch a video	1	<b>3%</b>	(3%)	20	<b>63%</b>	(50%)	5	<b>16%</b>	(23%)	4	<b>13%</b>	(15%)	2	<b>6%</b>	(6%)
45 use equipment like microscopes, computers and beakers in your investigations	2	<b>6%</b>	(15%)	13	<b>41%</b>	(51%)	6	<b>19%</b>	(16%)	6	<b>19%</b>	(11%)	5	<b>16%</b>	(5%)
46 design and conduct scientific investigations about things in which you are interested	3	<b>9%</b>	(26%)	8	<b>25%</b>	(41%)	9	<b>28%</b>	(17%)	5	<b>16%</b>	(10%)	7	<b>22%</b>	(5%)
47 design and conduct scientific investigations about things your teacher wants you to study	2	<b>6%</b>	(13%)	7	<b>22%</b>	(39%)	7	<b>22%</b>	(22%)	10	<b>31%</b>	(16%)	6	<b>19%</b>	(8%)
48 communicate (draw,graph,write) about the design, procedures and results of your investigations	1	<b>3%</b>	(11%)	9	<b>28%</b>	(37%)	5	<b>16%</b>	(23%)	11	<b>34%</b>	(18%)	6	<b>19%</b>	(10%)
49 discuss your investigations with a teacher or other students	1	<b>3%</b>	(14%)	8	<b>25%</b>	(33%)	2	<b>6%</b>	(20%)	8	<b>25%</b>	(18%)	13	<b>41%</b>	(13%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

SPRING 2002  
KENTUCKY PERFORMANCE REPORT  
SCIENCE DISAGGREGATION  
Performance Level Percents

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

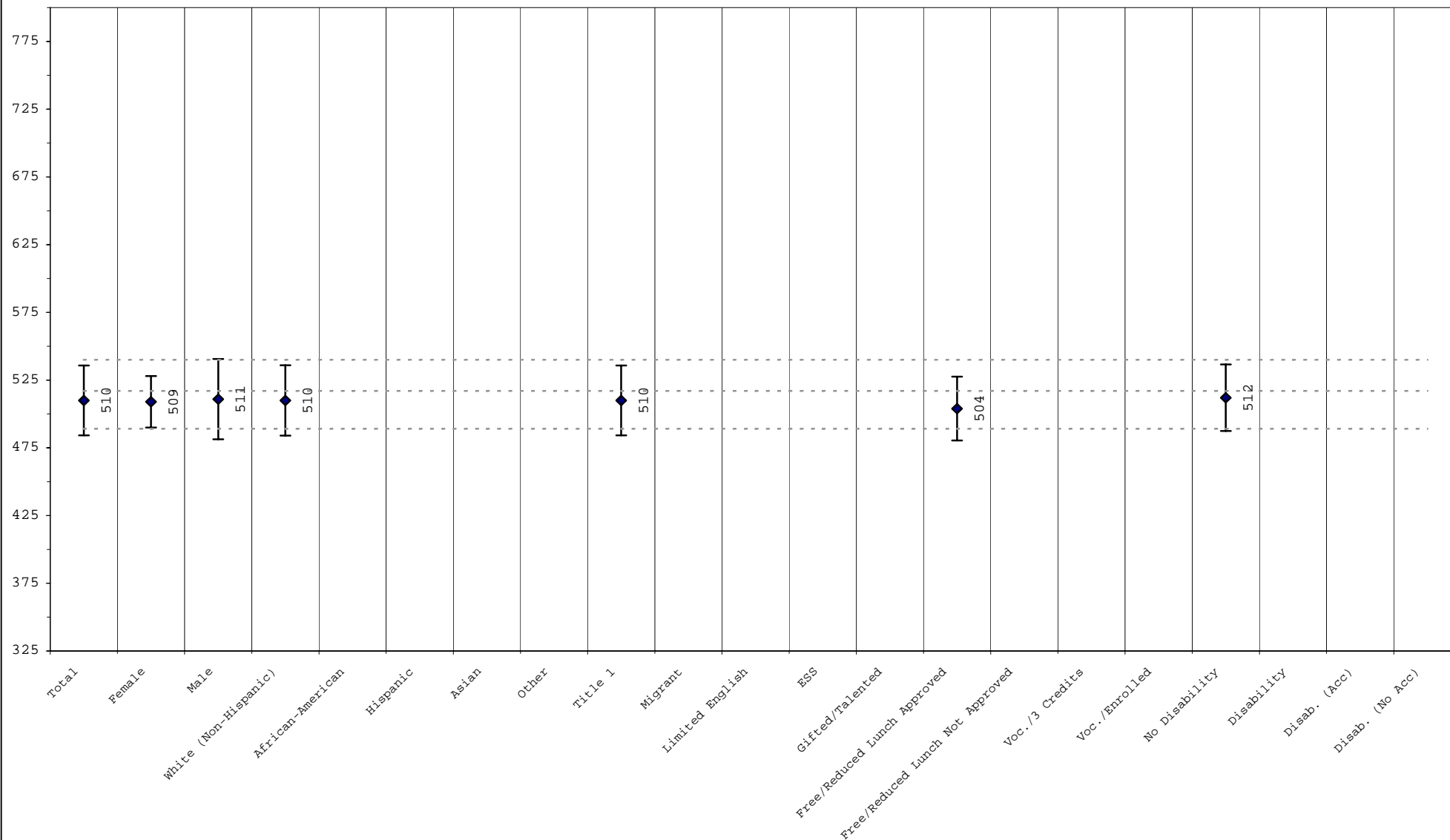


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SCIENCE**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	32		510 ( 4.6)	816		502 ( 1.1)	3,206		499 ( 0.6)	48,856		502 ( 0.2)
Gender:												
Female	12	38%	509 ( 5.5)	371	45%	502 ( 1.5)	1,521	47%	499 ( 0.9)	23,609	48%	502 ( 0.2)
Male	20	63%	511 ( 6.6)	445	55%	502 ( 1.6)	1,682	52%	498 ( 0.8)	25,213	52%	502 ( 0.2)
Gap Female vs Male			-2						1			
Ethnicity												
White (Non-Hispanic)	30	94%	510 ( 4.7)	806	99%	503 ( 1.1)	3,147	98%	499 ( 0.6)	42,088	86%	505 ( 0.2)
African-American				1			19	1%	485 ( 5.4)	5,129	10%	480 ( 0.5)
Hispanic	1	3%		3			5			449	1%	491 ( 1.9)
Asian							8			327	1%	517 ( 2.0)
Other	1	3%		3			13		497 ( 9.0)	615	1%	498 ( 1.3)
Gap White vs African American									14*			25*
Gap White vs Hispanic												14*
Gap White vs Asian												-12*
Gap White vs Other									2			7*
Title I												
Participating Students	32	100%	510 ( 4.6)	389	48%	502 ( 1.6)	2,676	83%	497 ( 0.7)	22,844	47%	497 ( 0.2)
Not Participating				427	52%	503 ( 1.5)	530	17%	507 ( 1.5)	26,012	53%	506 ( 0.2)
Gap Participating vs Non-Participating						-1			-10*			-9*
Migrant Program												
Participating Students	1	3%		19	2%	489 ( 6.6)	50	2%	480 ( 4.5)	554	1%	491 ( 1.4)
Not Participating	31	97%	511 ( 4.6)	797	98%	503 ( 1.1)	3,156	98%	499 ( 0.6)	48,302	99%	502 ( 0.2)
Gap Participating vs Non-Participating						-14*			-19*			-11*
Limited English Proficiency												
Participating Students				1			2			119		470 ( 4.5)
Not Participating	32	100%	510 ( 4.6)	815	100%	502 ( 1.1)	3,204	100%	499 ( 0.6)	48,737	100%	502 ( 0.2)
Gap Participating vs Non-Participating												-32*
Extended School Services												
Participating Students	4	13%		267	33%	505 ( 1.5)	1,008	31%	501 ( 1.0)	9,973	20%	496 ( 0.3)
Not Participating	28	88%	512 ( 4.7)	549	67%	501 ( 1.5)	2,198	69%	497 ( 0.8)	38,883	80%	504 ( 0.2)
Gap Participating vs Non-Participating						4			4*			-8*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SCIENCE**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	8	25%		73	9%	532 ( 2.5)	527	16%	526 ( 1.1)	8,226	17%	530 ( 0.3)
Not Participating	24	75%	503 ( 4.9)	743	91%	499 ( 1.1)	2,679	84%	493 ( 0.7)	40,630	83%	497 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						33*			33*			33*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	23	72%	504 ( 4.9)	498	61%	497 ( 1.4)	2,125	66%	492 ( 0.7)	22,205	45%	491 ( 0.2)
Not Approved (includes not coded)	9	28%		318	39%	511 ( 1.7)	1,081	34%	511 ( 1.0)	26,651	55%	512 ( 0.2)
<i>Gap Approved vs Not Approved</i>						-14*			-19*			-21*
Disability Status												
Students without Disabilities (includes not coded)	30	94%	512 ( 4.5)	750	92%	505 ( 1.1)	2,832	88%	503 ( 0.6)	43,093	88%	506 ( 0.1)
Students with Disabilities	2	6%		66	8%	471 ( 4.7)	374	12%	467 ( 2.0)	5,763	12%	472 ( 0.5)
Tested with Accommodations	1	3%		54	7%	473 ( 5.5)	308	10%	466 ( 2.1)	4,117	8%	471 ( 0.6)
Tested without Accommodations	1	3%		12	1%	462 ( 8.7)	66	2%	471 ( 5.6)	1,646	3%	473 ( 1.1)
<i>Gap With vs Without</i>						-34*			-36*			-34*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical							4			146		
LEP										206		
Other										13		

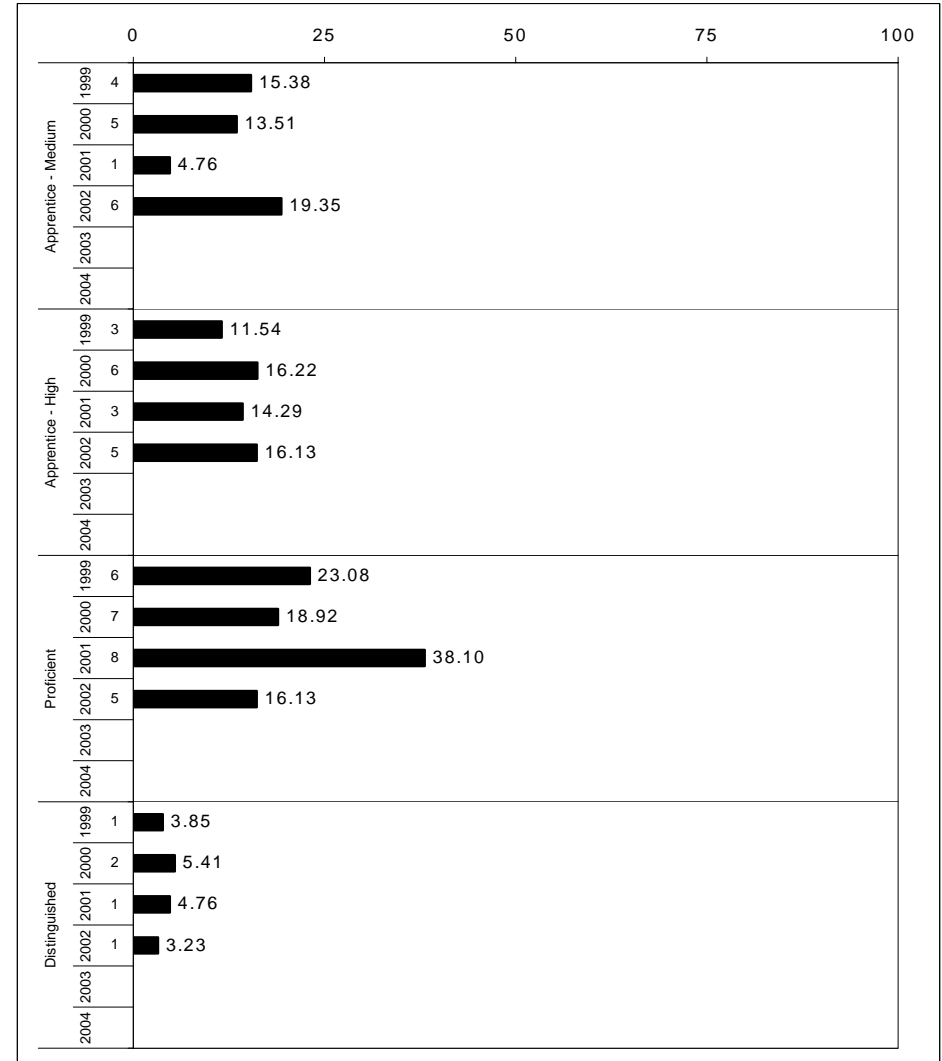
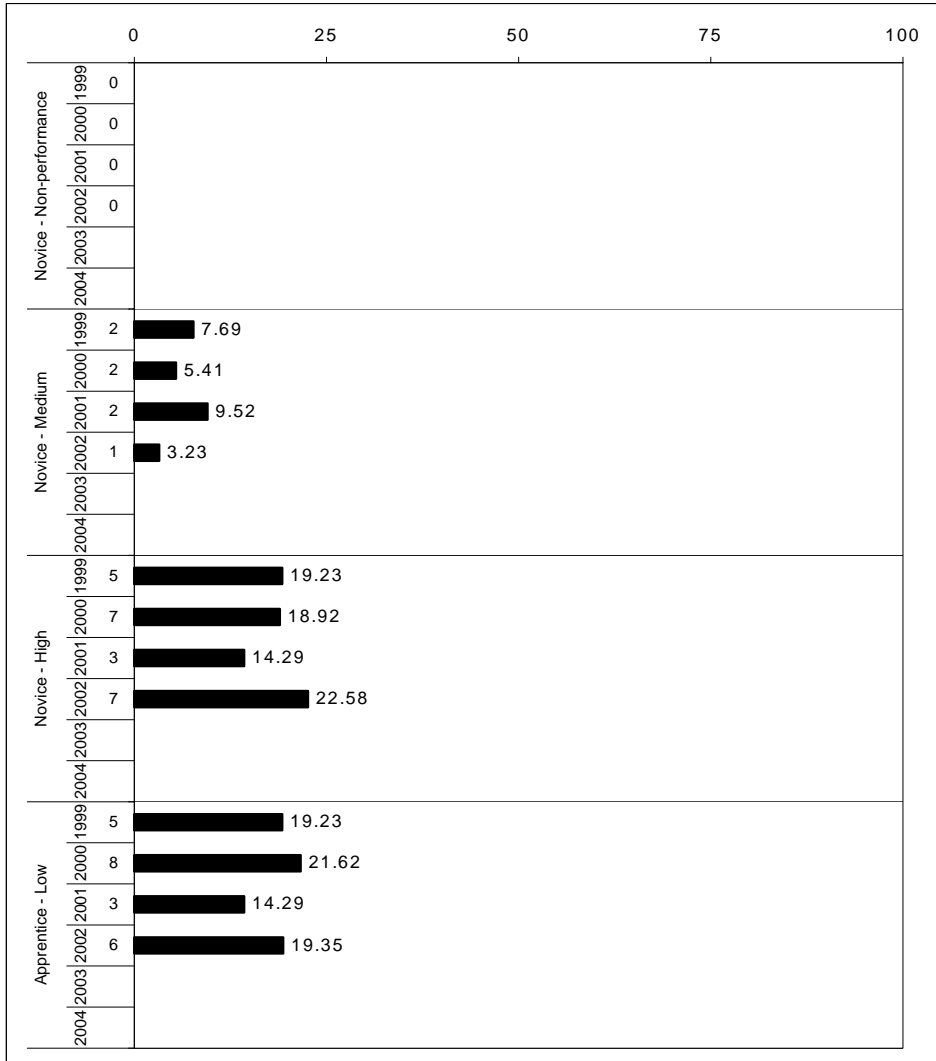
Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



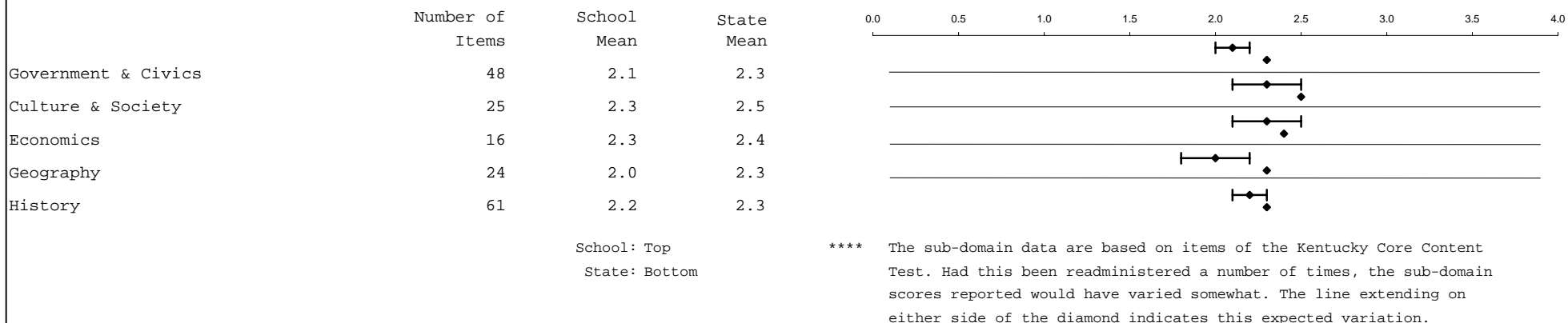
The horizontal bar represents the percent of students scoring at a performance level within a particular year. The number to the left of the bar represents the number of students upon which the percentage is based. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

**SOCIAL STUDIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

OPEN RESPONSE	No. Items	SCHOOL										STATE										School -State Mean	
		No. Observations	Percents								Mean	Std. Err.	No. Observations	Percents									Mean
			B	0	1	2	3	4	B	0				1	2	3	4						
1.x.x - Government & Civics	10	52	2	8	15	52	19	4	1.9	0.1	77,741	1	5	17	41	28	8	2.2	-0.3				
1.1.x - People Form Governments	3	17	0	18	24	47	12	0	1.5	0.2	23,418	1	7	19	39	27	7	2.1	-0.6				
1.2.x - Limited and Shared Power	0	0									0												
1.3.x - Citizen:Rights/Responsib.	7	35	3	3	11	54	23	6	2.1	0.2	54,323	1	4	16	42	29	8	2.2	-0.1				
2.x.x - Culture & Society	6	28	0	4	21	54	18	4	2.0	0.2	46,831	1	5	17	41	29	8	2.2	-0.2				
2.1.x - Culture is a System	2	9							***		15,465	1	7	18	40	26	8	2.1					
2.2.x - Cultures Address Needs	2	9							***		15,465	1	7	21	37	26	9	2.1					
2.3.x - Social Institutions	2	10	0	0	40	50	10	0	1.7	0.3	15,890	1	3	16	45	28	6	2.2	-0.5				
2.4.x - Social Interactions	2	10	0	10	30	30	30	0	1.8	0.3	15,685	1	1	10	42	37	9	2.4	-0.6				
3.x.x - Economics	4	21	0	0	19	33	38	10	2.4	0.2	30,938	1	3	16	41	31	8	2.2	0.2				
3.1.x - Economic Problem:Scarcity	2	11	0	0	18	18	55	9	2.5	0.3	15,453	0	2	11	42	36	9	2.4	0.1				
3.2.x - Economic Sys./Institutions	0	0									0												
3.3.x - Market/Goods/Services	1	6							***		7,749	0	4	19	39	31	7	2.2					
3.4.x - Produce/Distribute/Consume	1	4							***		7,736	1	3	26	41	23	6	2.0					
4.x.x - Geography	6	32	0	3	16	66	16	0	1.9	0.2	46,447	1	4	14	44	28	8	2.2	-0.3				
4.1.x - Earth's Surface Patterns	3	16	0	6	25	56	13	0	1.8	0.2	23,218	1	5	16	45	26	7	2.1	-0.3				
4.2.x - Human/Phys. Char./Regions	4	21	0	5	24	57	14	0	1.8	0.2	30,958	1	5	15	44	28	8	2.2	-0.4				
4.3.x - Humans/Move ... Interact	1	6							***		7,749	1	5	16	46	26	6	2.1					
4.4.x - Human/Environ. Interaction	1	5							***		7,740	1	2	12	40	33	11	2.4					
5.x.x - History	14	73	0	4	21	51	19	5	2.0	0.1	108,726	1	5	16	40	31	8	2.2	-0.2				
5.1.x - History/Interpretive	6	30	0	7	27	47	13	7	1.9	0.2	46,819	1	5	17	40	29	8	2.2	-0.3				
5.2.x - History of United States	8	43	0	5	30	47	16	2	1.8	0.2	62,287	1	5	18	40	28	8	2.1	-0.3				
5.3.x - World History	4	21	0	0	10	52	24	14	2.4	0.2	30,963	1	3	12	41	34	9	2.3	0.1				



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES CORE CONTENT**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

MULTIPLE CHOICE	No.	SCHOOL						STATE					School -State
		No.	Percents				Std.	No.	Percents				
			Correct	Incorrect	Omit/Mult				Correct	Incorrect	Omit/Mult		
1.x.x - Government & Civics	38	220	64	36	0	0.64	0.03	334,329	66	34	0	0.66	-0.02
1.1.x - People Form Governments	18	105	69	31	0	0.69	0.05	163,302	67	33	0	0.67	0.02
1.2.x - Limited and Shared Power	10	57	56	44	0	0.56	0.06	85,326	63	37	0	0.63	-0.07
1.3.x - Citizen:Rights/Responsib.	17	104	71	29	0	0.71	0.05	155,749	69	31	0	0.69	0.02
2.x.x - Culture & Society	19	121	74	26	0	0.74	0.04	178,765	74	26	0	0.74	0.00
2.1.x - Culture is a System	3	21	86	14	0	0.86	0.09	31,379	81	19	0	0.81	0.05
2.2.x - Cultures Address Needs	6	40	80	20	0	0.80	0.06	62,088	80	20	0	0.80	0.00
2.3.x - Social Institutions	3	17	82	18	0	0.82	0.12	23,177	57	43	0	0.57	0.25
2.4.x - Social Interactions	7	43	58	42	0	0.58	0.07	62,121	69	31	0	0.69	-0.11
3.x.x - Economics	12	72	63	38	0	0.63	0.05	108,715	69	31	0	0.69	-0.06
3.1.x - Economic Problem:Scarcity	2	11	46	55	0	0.45	0.14	15,478	66	34	0	0.66	-0.21
3.2.x - Economic Sys./Institutions	3	15	53	47	0	0.53	0.12	23,214	67	33	0	0.67	-0.14
3.3.x - Market/Goods/Services	4	32	78	22	0	0.78	0.08	46,807	76	24	0	0.76	0.02
3.4.x - Produce/Distribute/Consume	3	14	50	50	0	0.50	0.13	23,216	61	39	0	0.61	-0.11
4.x.x - Geography	18	120	62	38	0	0.62	0.04	178,747	69	31	0	0.69	-0.07
4.1.x - Earth's Surface Patterns	3	17	53	47	0	0.53	0.12	23,213	65	35	0	0.65	-0.12
4.2.x - Human/Phys. Char./Regions	6	37	43	57	0	0.43	0.08	54,552	60	40	0	0.60	-0.17
4.3.x - Humans/Move ... Interact	8	46	63	37	0	0.63	0.07	69,873	69	31	0	0.69	-0.06
4.4.x - Human/Environ. Interaction	10	72	65	35	0	0.65	0.05	109,091	69	31	0	0.69	-0.04
5.x.x - History	47	289	63	37	0	0.63	0.03	435,483	65	35	0	0.65	-0.02
5.1.x - History/Interpretive	13	79	58	42	0	0.58	0.06	124,233	59	41	0	0.59	-0.01
5.2.x - History of United States	27	166	63	37	0	0.63	0.04	248,748	67	33	0	0.67	-0.04
5.3.x - World History	18	103	59	41	0	0.59	0.05	155,565	62	38	0	0.62	-0.03



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES QUESTIONNAIRE DATA**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	None of the Questions			Some of the Questions			Most of the Questions			All of the Questions			Invalid Response		
36 How many of the social studies questions tested things you learned in school	1	<b>3%</b>	(1%)	8	<b>26%</b>	(23%)	18	<b>58%</b>	(57%)	4	<b>13%</b>	(18%)	0	<b>0%</b>	(1%)
37 How well do you think you did on this test	I Did Very Poorly			I Did Poorly			I Did Well			I Did Very Well			Invalid Response		
	0	<b>0%</b>	(1%)	5	<b>16%</b>	(8%)	22	<b>71%</b>	(69%)	4	<b>13%</b>	(20%)	0	<b>0%</b>	(1%)
38 How hard did you try on this test	I Did Not Try			I Tried a Little			I Tried a Lot			I Tried Very Hard			Invalid Response		
	1	<b>3%</b>	(2%)	1	<b>3%</b>	(4%)	6	<b>19%</b>	(21%)	23	<b>74%</b>	(71%)	0	<b>0%</b>	(2%)
<b>In your class, how often do you do the following:</b>															
39 do you read from a textbook	Never			Sometimes but not every Week			Once a Week			Two or Three times a Week			Four or Five times a Week		
	0	<b>0%</b>	(2%)	1	<b>3%</b>	(13%)	0	<b>0%</b>	(8%)	4	<b>13%</b>	(27%)	26	<b>84%</b>	(49%)
40 do you work on worksheets	0	<b>0%</b>	(2%)	2	<b>6%</b>	(16%)	2	<b>6%</b>	(15%)	14	<b>45%</b>	(37%)	13	<b>42%</b>	(29%)
41 do you use materials other than a textbook or worksheets	2	<b>6%</b>	(10%)	11	<b>35%</b>	(36%)	10	<b>32%</b>	(22%)	6	<b>19%</b>	(20%)	2	<b>6%</b>	(10%)
42 do you work with other students in pairs, small groups or teams	1	<b>3%</b>	(8%)	11	<b>35%</b>	(43%)	5	<b>16%</b>	(21%)	14	<b>45%</b>	(19%)	0	<b>0%</b>	(8%)
43 do you discuss current issues or topics	3	<b>10%</b>	(4%)	8	<b>26%</b>	(17%)	4	<b>13%</b>	(18%)	7	<b>23%</b>	(28%)	9	<b>29%</b>	(32%)
44 is instruction organized around essential questions	2	<b>6%</b>	(5%)	6	<b>19%</b>	(17%)	9	<b>29%</b>	(19%)	7	<b>23%</b>	(30%)	7	<b>23%</b>	(26%)
45 does your teacher give you a scoring guide for your work before you begin the assignment	3	<b>10%</b>	(25%)	14	<b>45%</b>	(33%)	3	<b>10%</b>	(14%)	6	<b>19%</b>	(14%)	5	<b>16%</b>	(12%)
46 do you answer open-response items	0	<b>0%</b>	(6%)	9	<b>29%</b>	(46%)	11	<b>35%</b>	(21%)	9	<b>29%</b>	(16%)	2	<b>6%</b>	(9%)

Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.

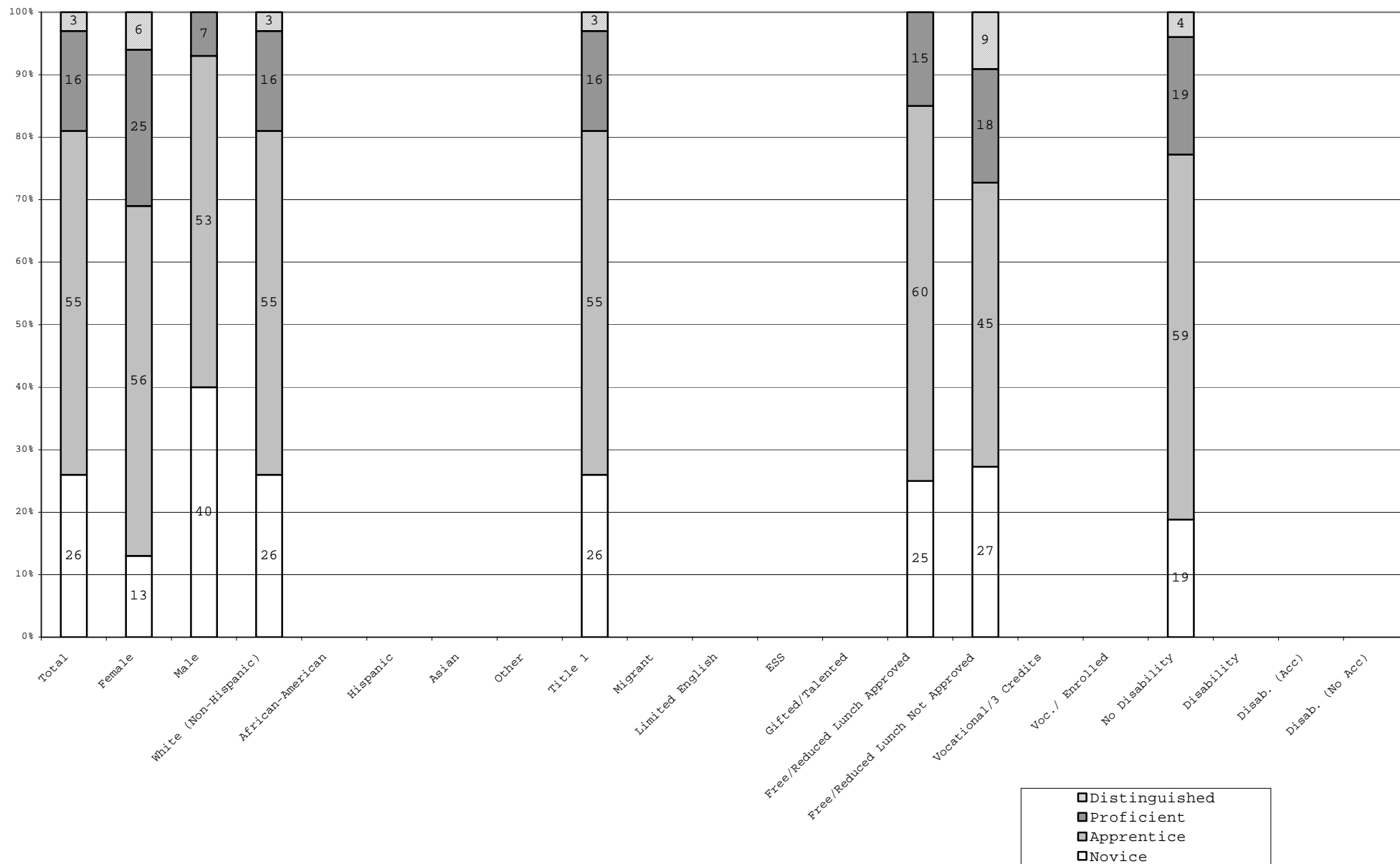
Run Date: 05/07/2003

Page: 101



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SOCIAL STUDIES DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

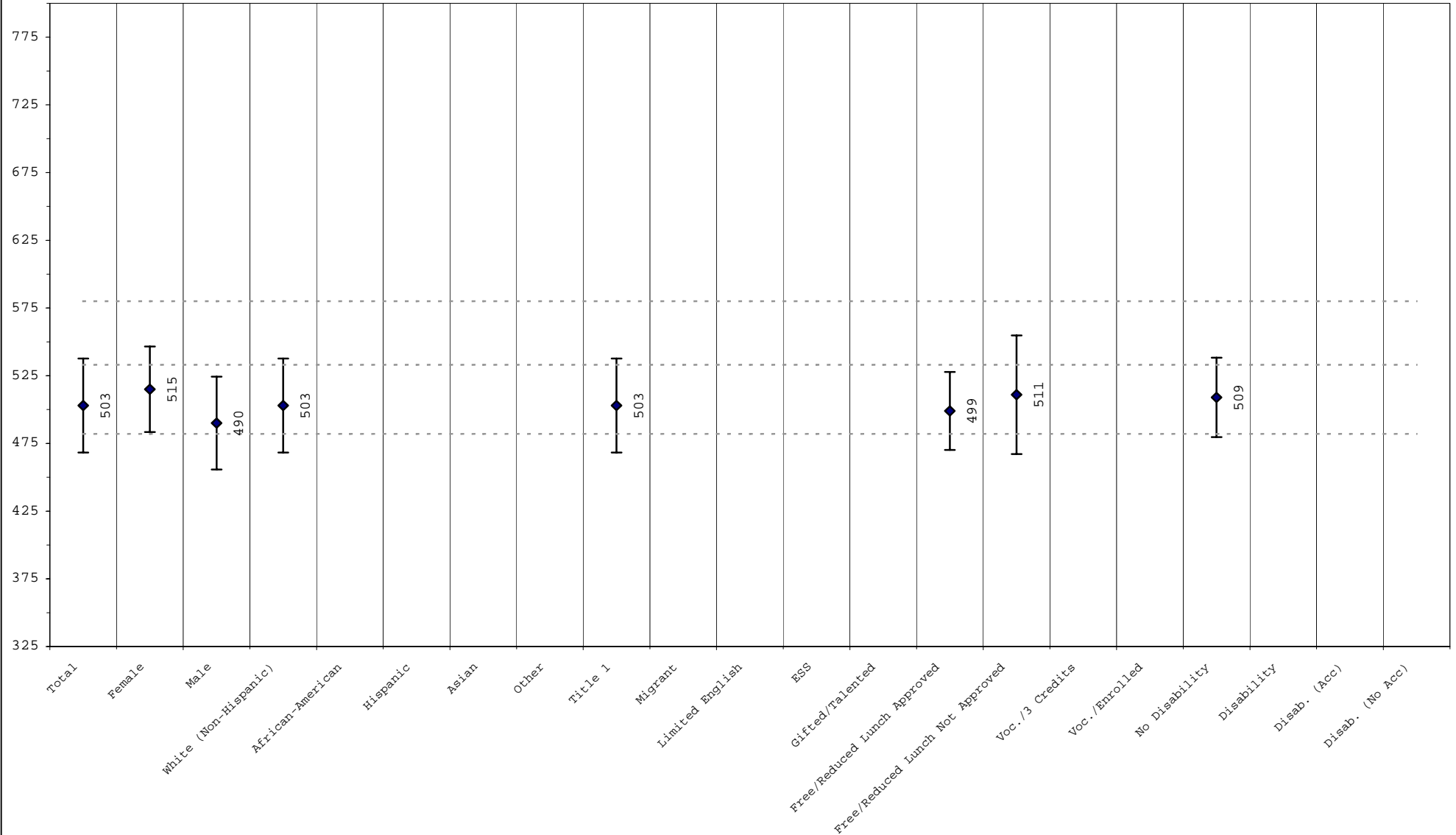


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	31		503 ( 6.2)	746		512 ( 1.4)	3,135		505 ( 0.8)	46,957		513 ( 0.2)
Gender:												
Female	16	52%	515 ( 7.9)	354	47%	520 ( 2.1)	1,477	47%	513 ( 1.1)	22,893	49%	520 ( 0.3)
Male	15	48%	490 ( 8.8)	392	53%	505 ( 1.9)	1,656	53%	498 ( 1.1)	24,042	51%	506 ( 0.3)
Gap Female vs Male			25*			15*			15*			14*
Ethnicity												
White (Non-Hispanic)	31	100%	503 ( 6.2)	733	98%	512 ( 1.4)	3,084	98%	505 ( 0.8)	40,780	87%	516 ( 0.2)
African-American				1			14		498 (13.1)	4,723	10%	490 ( 0.7)
Hispanic				4	1%		8			453	1%	504 ( 2.2)
Asian				2			6			311	1%	542 ( 3.5)
Other				5	1%		13		507 (10.9)	547	1%	509 ( 2.0)
Gap White vs African American									7			26*
Gap White vs Hispanic												12*
Gap White vs Asian												-26*
Gap White vs Other									-2			7*
Title I												
Participating Students	31	100%	503 ( 6.2)	383	51%	512 ( 1.8)	2,671	85%	503 ( 0.8)	21,583	46%	506 ( 0.3)
Not Participating				363	49%	512 ( 2.2)	464	15%	517 ( 2.0)	25,374	54%	519 ( 0.3)
Gap Participating vs Non-Participating									-14*			-13*
Migrant Program												
Participating Students				12	2%	500 (10.3)	34	1%	487 ( 7.3)	449	1%	492 ( 2.0)
Not Participating	31	100%	503 ( 6.2)	734	98%	512 ( 1.4)	3,101	99%	505 ( 0.8)	46,508	99%	513 ( 0.2)
Gap Participating vs Non-Participating						-12			-18*			-21*
Limited English Proficiency												
Participating Students							1			118		477 ( 4.5)
Not Participating	31	100%	503 ( 6.2)	746	100%	512 ( 1.4)	3,134	100%	505 ( 0.8)	46,839	100%	513 ( 0.2)
Gap Participating vs Non-Participating												-36*
Extended School Services												
Participating Students				131	18%	511 ( 3.3)	621	20%	509 ( 1.7)	7,703	16%	504 ( 0.5)
Not Participating	31	100%	503 ( 6.2)	615	82%	512 ( 1.6)	2,514	80%	504 ( 0.9)	39,254	84%	515 ( 0.2)
Gap Participating vs Non-Participating						-1			5*			-11*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**SOCIAL STUDIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

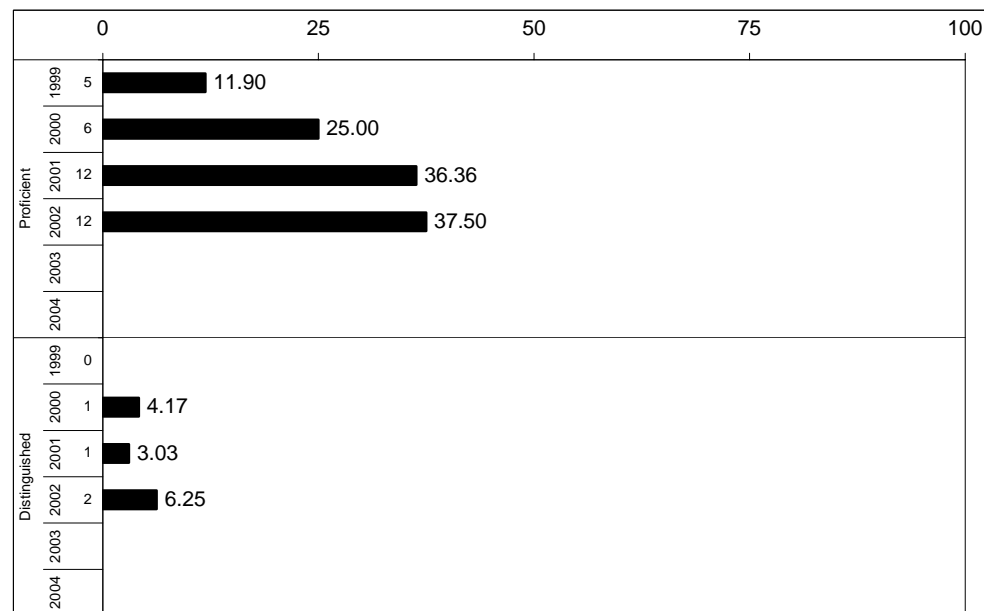
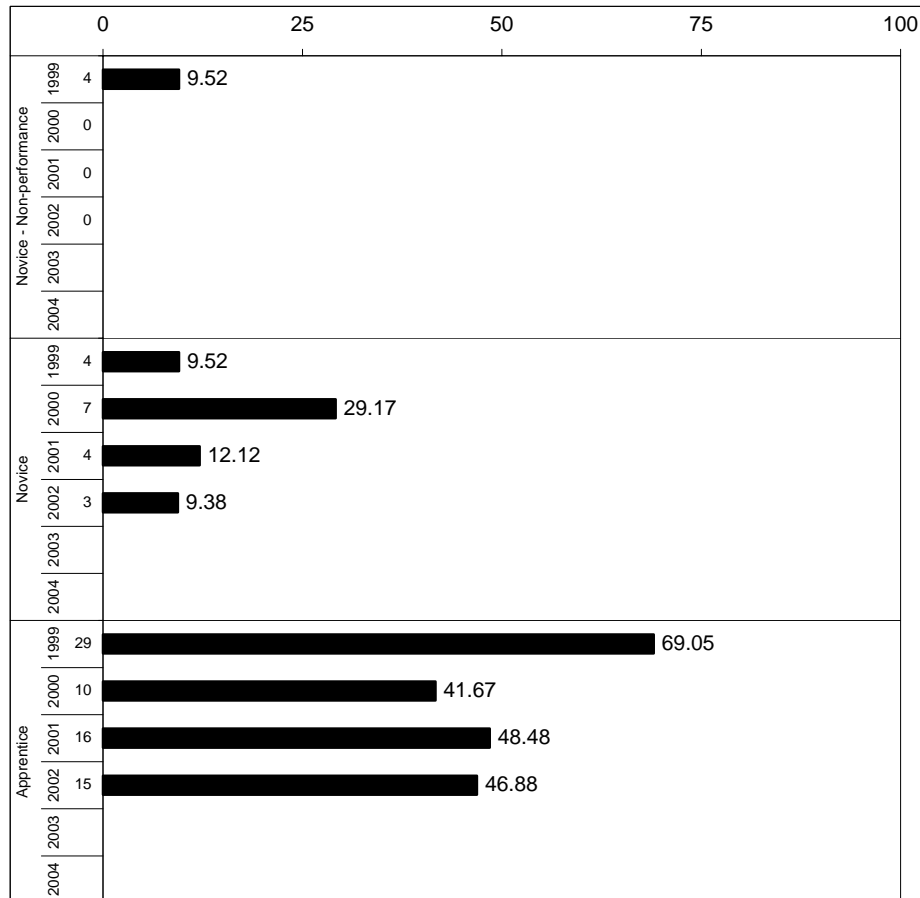
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	3	10%		57	8%	562 ( 4.4)	496	16%	548 ( 1.7)	8,093	17%	556 ( 0.5)
Not Participating	28	90%	496 ( 5.3)	689	92%	508 ( 1.4)	2,639	84%	497 ( 0.8)	38,864	83%	504 ( 0.2)
<i>Gap Participating vs Non-Participating</i>						54*			51*			52*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	20	65%	499 ( 6.4)	411	55%	506 ( 1.7)	2,027	65%	496 ( 0.9)	20,016	43%	495 ( 0.3)
Not Approved (includes not coded)	11	35%	511 (13.2)	335	45%	520 ( 2.3)	1,108	35%	522 ( 1.3)	26,941	57%	526 ( 0.3)
<i>Gap Approved vs Not Approved</i>			-12			-14*			-26*			-31*
Disability Status												
Students without Disabilities (includes not coded)	27	87%	509 ( 5.6)	682	91%	517 ( 1.4)	2,789	89%	512 ( 0.8)	41,500	88%	519 ( 0.2)
Students with Disabilities	4	13%		64	9%	458 ( 4.3)	346	11%	453 ( 2.1)	5,457	12%	464 ( 0.6)
Tested with Accommodations	2	6%		44	6%	458 ( 4.4)	275	9%	453 ( 2.2)	3,701	8%	461 ( 0.6)
Tested without Accommodations	2	6%		20	3%	459 ( 9.8)	71	2%	454 ( 6.0)	1,756	4%	472 ( 1.1)
<i>Gap With vs Without</i>						-59*			-59*			-55*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

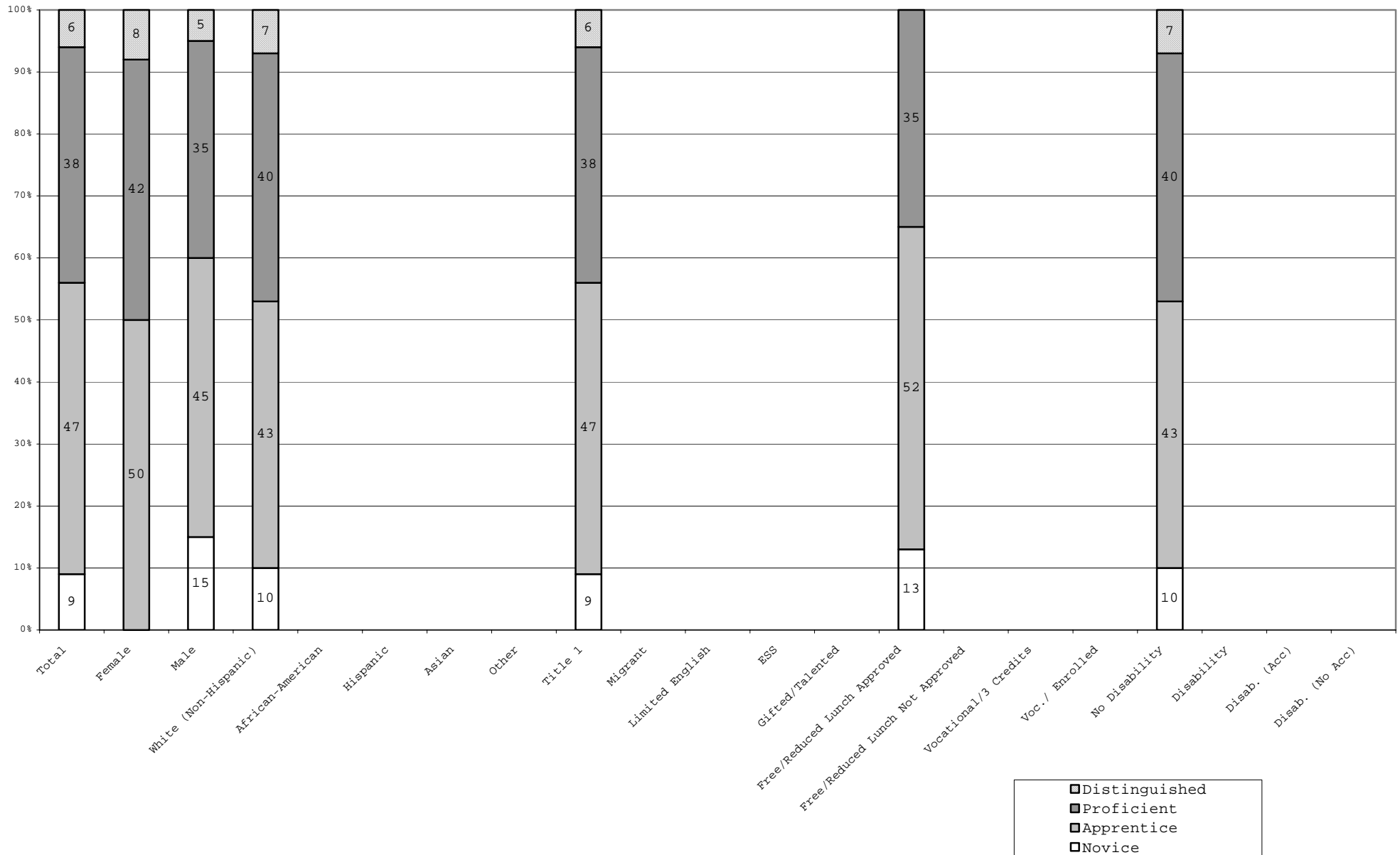


Writing portfolios were scored by educators from your school district, and those results were reported to the state. Each year, the state routinely audits portfolio scores from some schools. The audits help to ensure that all schools and districts are scoring according to the same standards. If your school's portfolios were audited this year, the scores shown here include any adjustments made by the audit scorers.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING PORTFOLIO DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**WRITING PORTFOLIO**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

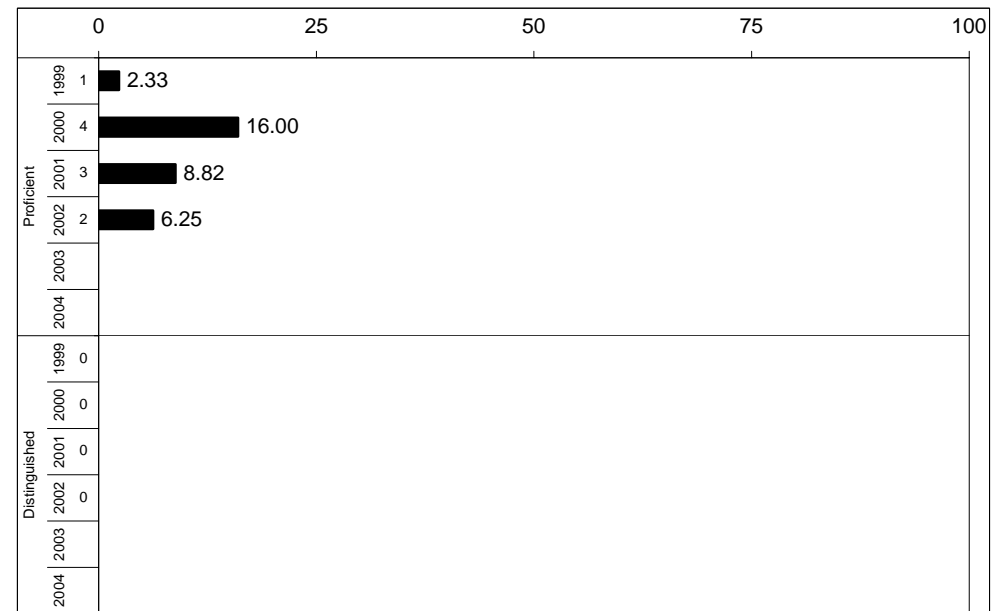
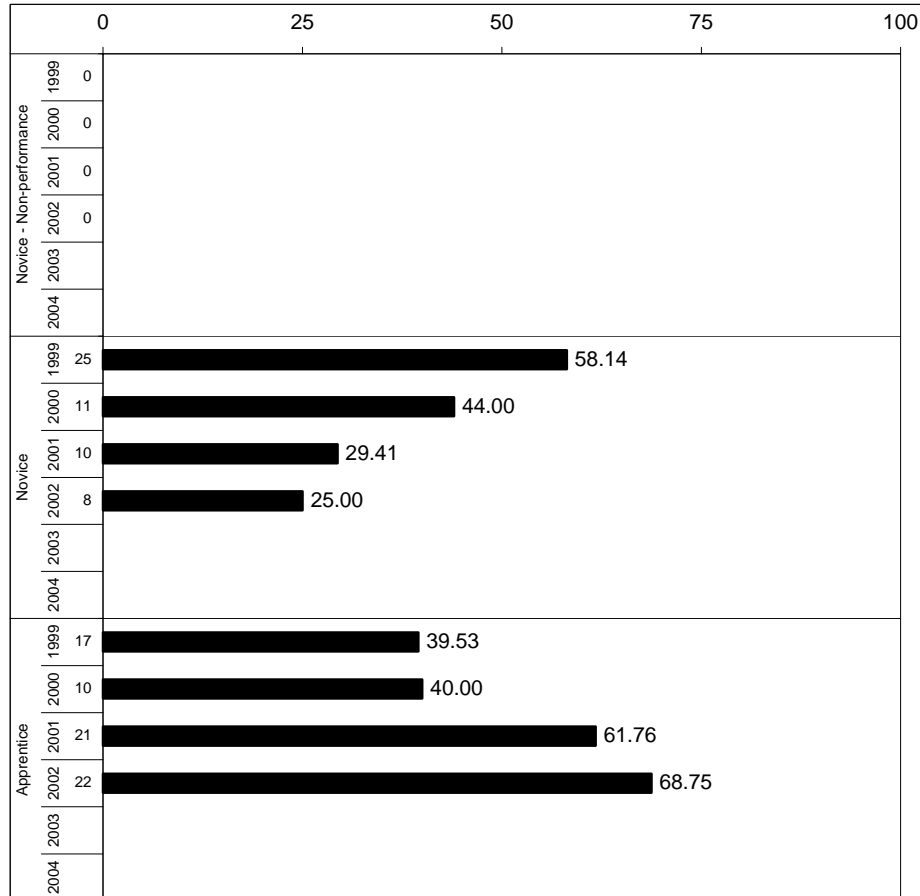
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	32		805		3,180		48,361	
Gender:								
Female	12	38	366	45	1,515	48	23,415	48
Male	20	63	439	55	1,663	52	24,917	52
Ethnicity								
White (Non-Hispanic)	30	94	797	99	3,124	98	41,712	86
African-American			1		19	1	5,061	10
Hispanic	1	3	2		4		439	1
Asian					8		317	1
Other	1	3	3		13		596	1
Title I	32	100	384	48	2,656	84	22,622	47
Migrant Program	1	3	18	2	49	2	541	1
Limited English Proficiency			1		2		118	
Extended School Services	4	13	267	33	1,005	32	9,942	21
Gifted and Talented Program	8	25	73	9	527	17	8,218	17
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	23	72	489	61	2,102	66	21,952	45
Not Approved (includes not coded)	9	28	316	39	1,078	34	26,409	55
Disability Status								
Students without Disabilities (includes not coded)	30	94	741	92	2,813	88	42,667	88
Students with Disabilities	2	6	64	8	367	12	5,694	12
Tested with Accommodations	1	3	52	6	302	9	4,069	8
Tested without Accommodations	1	3	12	1	65	2	1,625	3
Alternate Portfolio			10	1%	36	1%	410	1%
Exemptions (Portfolio)								
Medical							53	
LEP							207	
Other			11		29		574	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING TREND DATA**  
**Number and Percent**

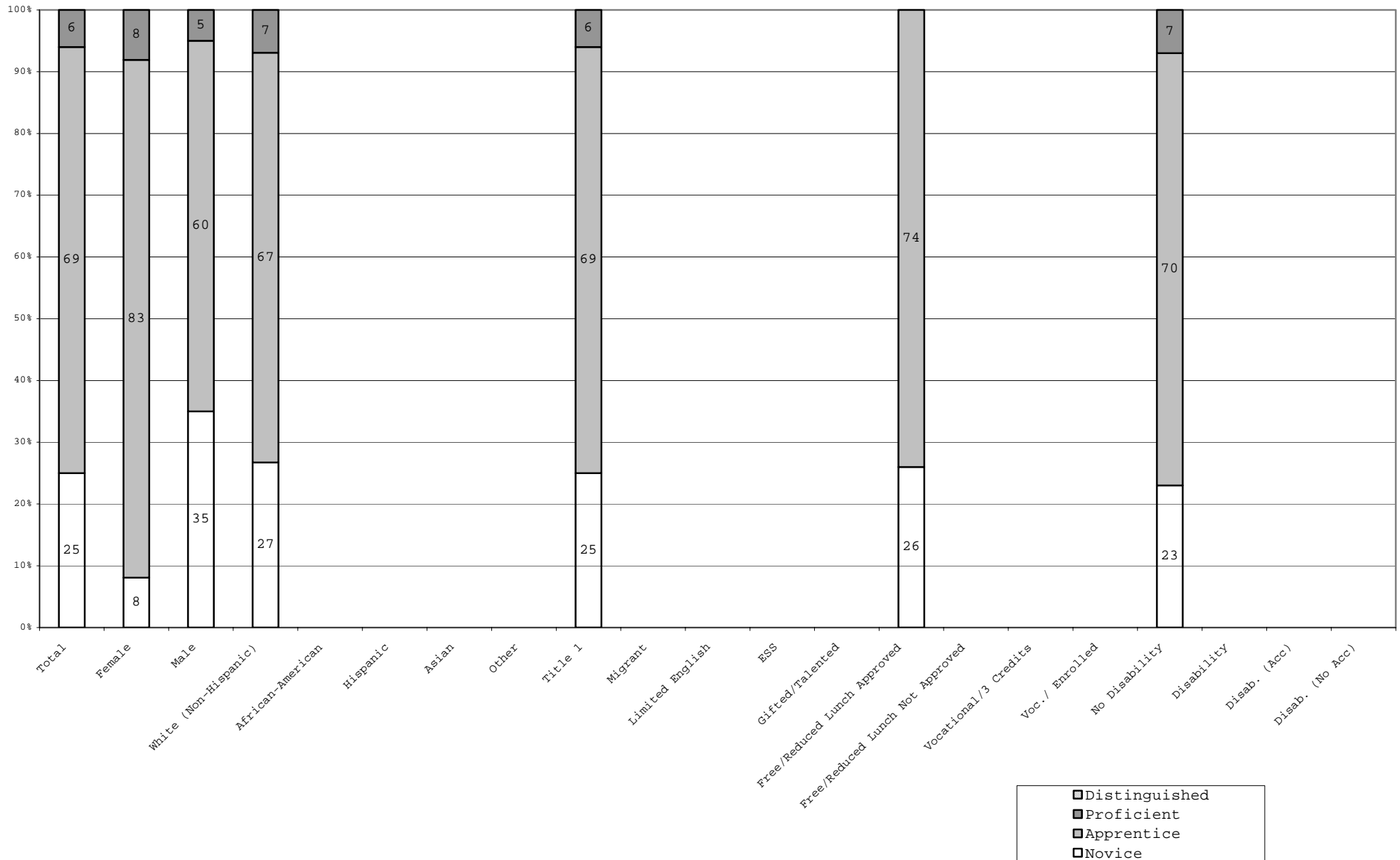
School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ON-DEMAND WRITING DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07



Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**DATA DISAGGREGATION**  
**ON-DEMAND WRITING**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 07

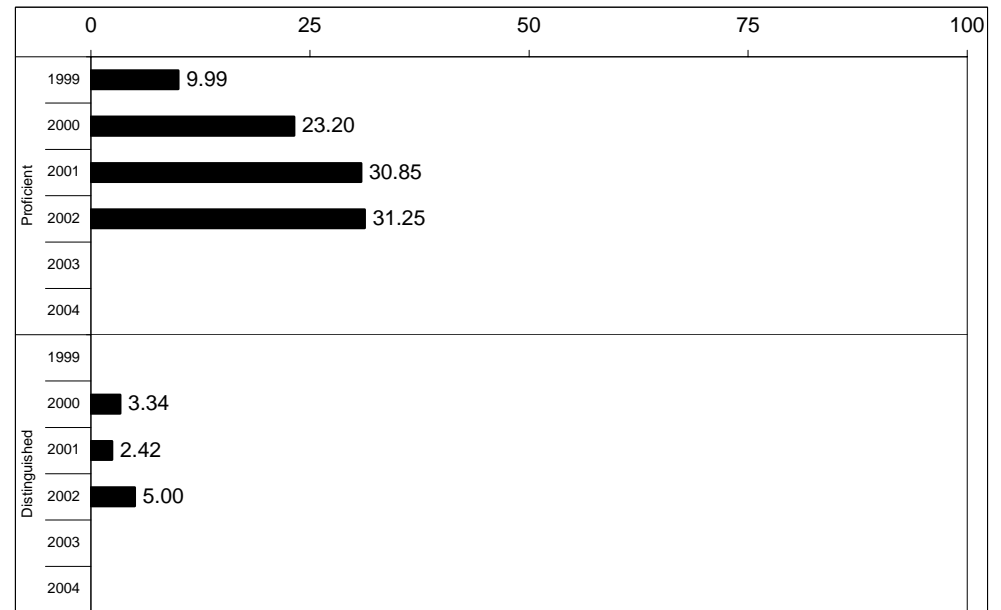
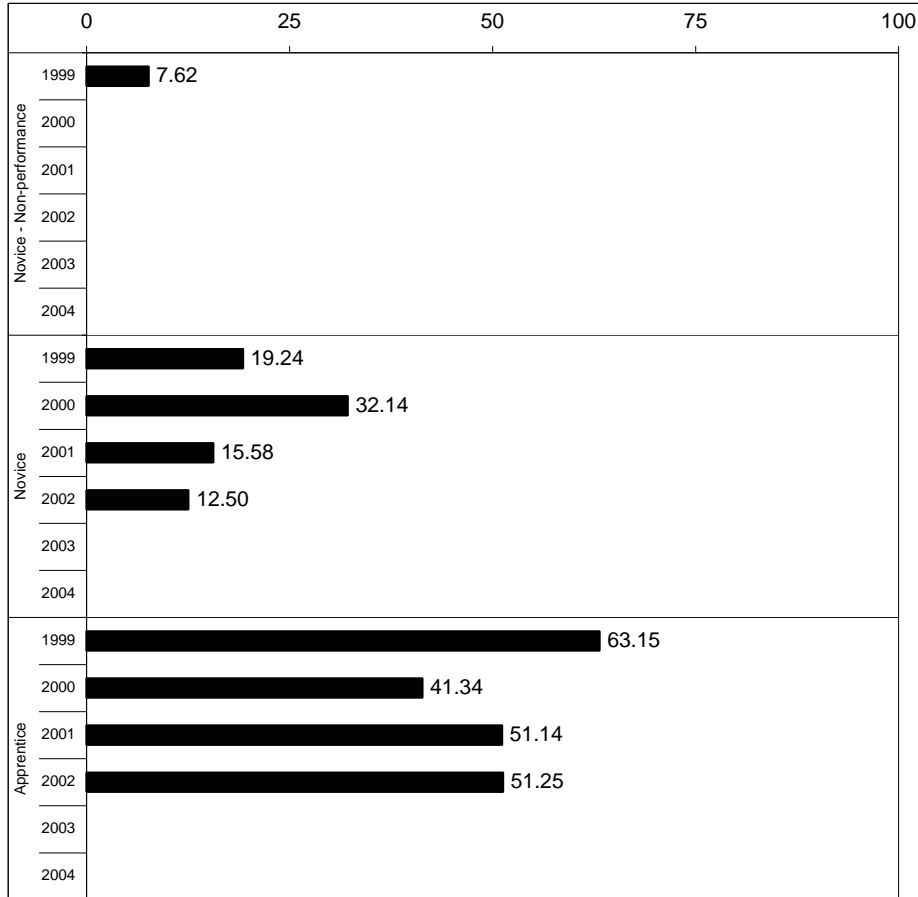
	SCHOOL		DISTRICT		REGION		STATE	
	# Students	%	# Students	%	# Students	%	# Students	%
Total	32		816		3,206		48,856	
Gender:								
Female	12	38%	371	45%	1,521	47%	23,609	48%
Male	20	63%	445	55%	1,682	52%	25,213	52%
Ethnicity								
White (Non-Hispanic)	30	94%	806	99%	3,147	98%	42,088	86%
African-American			1		19	1%	5,129	10%
Hispanic	1	3%	3		5		449	1%
Asian					8		327	1%
Other	1	3%	3		13		615	1%
Title I	32	100%	389	48%	2,676	83%	22,844	47%
Migrant Program	1	3%	19	2%	50	2%	554	1%
Limited English Proficiency			1		2		119	
Extended School Services	4	13%	267	33%	1,008	31%	9,973	20%
Gifted and Talented Program	8	25%	73	9%	527	16%	8,226	17%
Free and Reduced Lunch Program								
Approved for Free/Reduced Priced Meals	23	72%	498	61%	2,125	66%	22,205	45%
Not Approved (includes not coded)	9	28%	318	39%	1,081	34%	26,651	55%
Disability Status								
Students without Disabilities (includes not coded)	30	94%	750	92%	2,832	88%	43,093	88%
Students with Disabilities	2	6%	66	8%	374	12%	5,763	12%
Tested with Accommodations	1	3%	54	7%	308	10%	4,117	8%
Tested without Accommodations	1	3%	12	1%	66	2%	1,646	3%
Alternate Portfolio			10	1%	36	1%	410	1%
Exemptions (On-Demand)								
Medical					4		146	
LEP							206	
Other							13	

Subgroup analyses reflect data as scanned from student answer documents. To protect anonymity, no performance data are reported if category includes fewer than 10 students. These analyses are based on tested students, and do not include Alternate Portfolios. Scale Scores are not reported for writing because a holistic scoring methods is used to evaluate student work.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**TOTAL WRITING TREND DATA**  
**Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07







**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**WRITING QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 07

01 How well do you think you did on this test	<u>I Did Very Poorly</u> 0 <b>0%</b> (1%)	<u>I Did Poorly</u> 1 <b>3%</b> (2%)	<u>I Did Well</u> 20 <b>63%</b> (58%)	<u>I Did Very Well</u> 10 <b>31%</b> (30%)	<u>Invalid Response</u> 1 <b>3%</b> (8%)	
02 How hard did you try on this test	<u>I Did Not Try</u> 0 <b>0%</b> (1%)	<u>I Tried a Little</u> 0 <b>0%</b> (2%)	<u>I Tried a Lot</u> 2 <b>6%</b> (15%)	<u>I Tried Very Hard</u> 29 <b>91%</b> (74%)	<u>Invalid Response</u> 1 <b>3%</b> (8%)	
03 How often have you written in the forms (for example, letter, article, editorial) asked for on the On-Demand section of this test	<u>Never</u> 2 <b>6%</b> (3%)	<u>Sometimes but Not Every Week</u> 7 <b>22%</b> (47%)	<u>Once a Week</u> 4 <b>13%</b> (16%)	<u>2 or 3 Times a Week</u> 11 <b>34%</b> (17%)	<u>4 or 5 Times a Week</u> 7 <b>22%</b> (8%)	<u>Invalid Response</u> 1 <b>3%</b> (9%)
04 Did you keep a working writing folder before this school year	<u>Yes</u> 28 <b>88%</b> (79%)	<u>No</u> 3 <b>9%</b> (12%)	<u>Invalid Response</u> 1 <b>3%</b> (9%)			

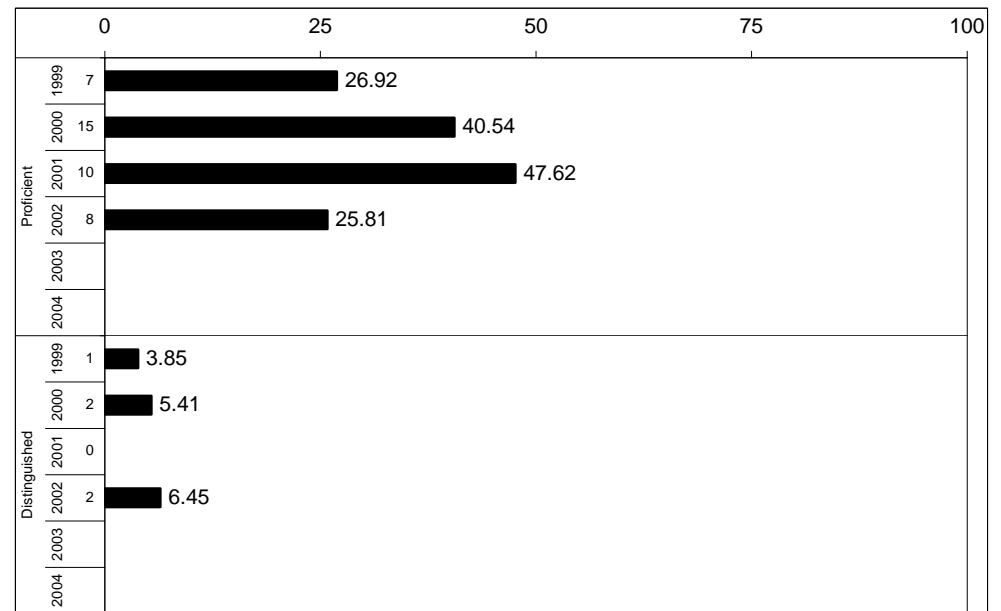
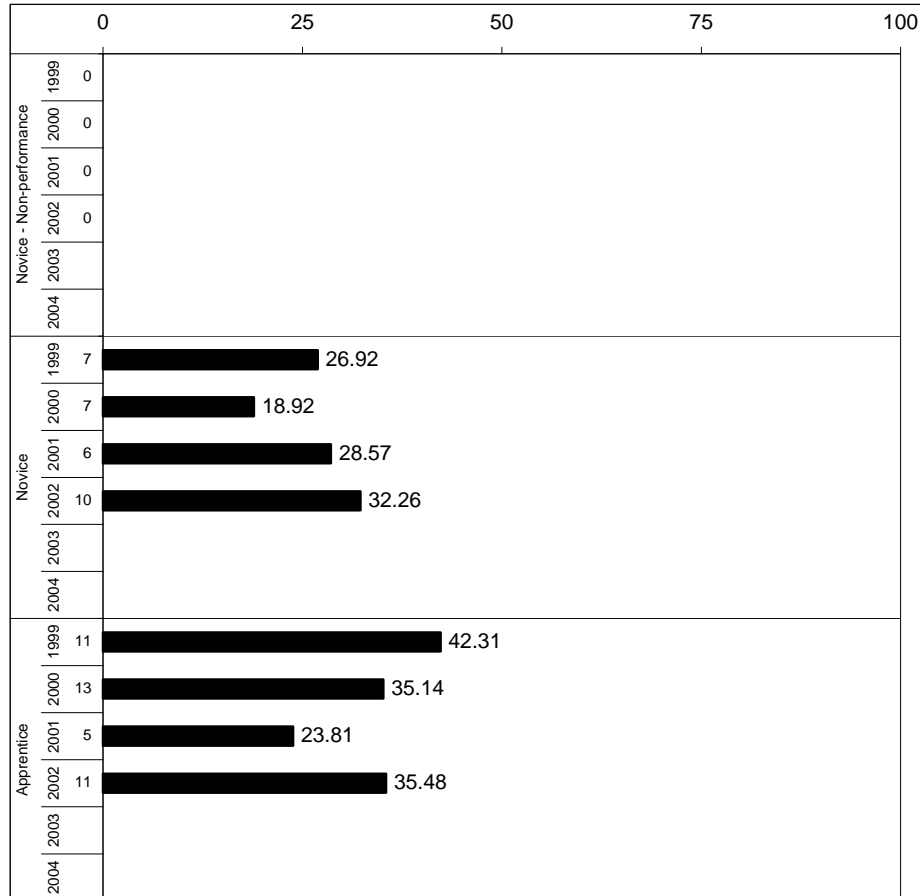
Legend:    Number of students is listed first.    **Bold** = School/District Percentage    ( ) = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

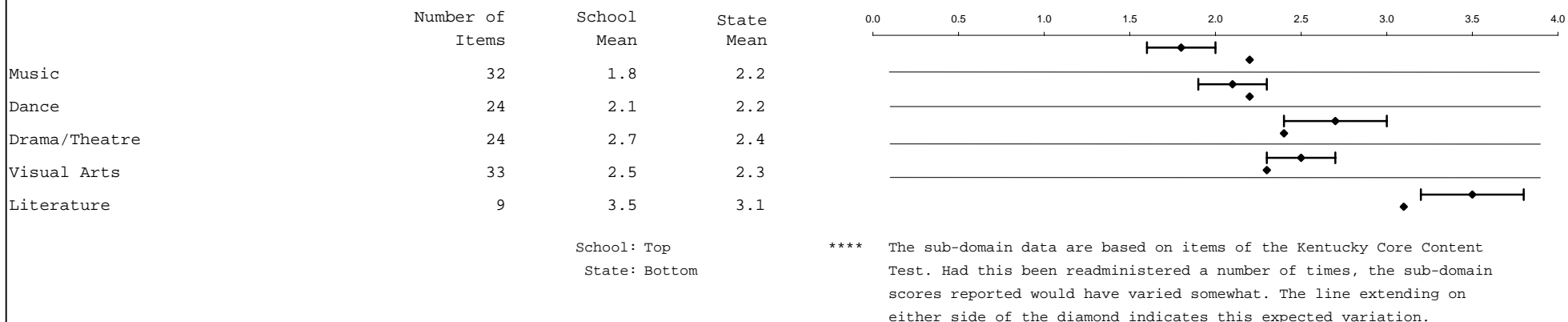




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

**ARTS & HUMANITIES SUB-DOMAIN MEAN SCORES**



**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	No. Items	SCHOOL									STATE									School -State Mean
		No. Observations	Percents							Mean	Std. Err.	No. Observations	Percents							
OPEN RESPONSE			B	0	1	2	3	4	Mean	Err.		B	0	1	2	3	4	Mean		
1.x.x - Music	7	17	0	12	29	47	6	6	1.6	0.2	27,245	1	4	18	41	28	8	2.2	-0.6	
2.x.x - Dance	5	16	0	13	31	38	19	0	1.6	0.3	19,562	1	8	20	40	25	6	2.0	-0.4	
3.x.x - Drama/Theatre	5	12	0	8	8	33	50	0	2.3	0.3	19,332	1	4	17	43	27	8	2.2	0.1	
4.x.x - Visual Arts	8	18	0	0	22	50	22	6	2.1	0.2	30,940	1	5	22	43	24	6	2.0	0.1	
5.x.x - Literature	0	0									0									
MULTIPLE CHOICE			Correct	Incorrect	Omit/Mult							Correct	Incorrect	Omit/Mult						
1.x.x - Music	25	64	47	53	0	0.47	0.06				97,091	57	43	0	0.57				-0.10	
2.x.x - Dance	19	49	69	31	0	0.69	0.07				73,915	65	36	0	0.64				0.05	
3.x.x - Drama/Theatre	19	50	60	40	0	0.60	0.06				73,919	70	30	0	0.70				-0.10	
4.x.x - Visual Arts	25	65	83	17	0	0.83	0.06				97,125	68	32	0	0.68				0.15	
5.x.x - Literature	9	23	87	13	0	0.87	0.09				34,818	77	23	0	0.77				0.10	

Percentages may not sum to 100% due to rounding. These analyses are based on tested students and does not include Alternate Portfolios. Fewer than 10 observations are not reported.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES QUESTIONNAIRE DATA**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	<u>None of the Questions</u>		<u>Some of the Questions</u>		<u>Most of the Questions</u>		<u>All of the Questions</u>		<u>Invalid Response</u>
16 How many of the arts and humanities questions tested things you learned in school	0	<b>0%</b> (7%)	11	<b>35%</b> (44%)	12	<b>39%</b> (38%)	6	<b>19%</b> (10%)	2 <b>6%</b> (1%)
17 How well do you think you did on this test	<u>I Did Very Poorly</u>		<u>I Did Poorly</u>		<u>I Did Well</u>		<u>I Did Very Well</u>		<u>Invalid Response</u>
	0	<b>0%</b> (3%)	4	<b>13%</b> (16%)	22	<b>71%</b> (64%)	3	<b>10%</b> (16%)	2 <b>6%</b> (2%)
18 How hard did you try on this test	<u>I Did Not Try</u>		<u>I Tried a Little</u>		<u>I Tried a Lot</u>		<u>I Tried Very Hard</u>		<u>Invalid Response</u>
	0	<b>0%</b> (2%)	0	<b>0%</b> (5%)	6	<b>19%</b> (20%)	23	<b>74%</b> (72%)	2 <b>6%</b> (1%)
19 During a typical school week, how much class time do you spend on arts and humanities	<u>No Time</u>		<u>Less Than 1 Hour</u>		<u>1-2 Hours</u>		<u>3-4 Hours</u>		<u>Invalid Response</u>
	0	<b>0%</b> (12%)	1	<b>3%</b> (33%)	10	<b>32%</b> (27%)	13	<b>42%</b> (13%)	5 <b>16%</b> (14%)
20 How often do you complete written assignments about arts and humanities	<u>Never</u>		<u>Sometimes but not every Week</u>		<u>Once a Week</u>		<u>Two or Three times a Week</u>		<u>Invalid Response</u>
	1	<b>3%</b> (19%)	8	<b>26%</b> (42%)	4	<b>13%</b> (16%)	12	<b>39%</b> (15%)	4 <b>13%</b> (7%)
21 During the school year have you had the opportunity to perform/create in each of the areas of dance, drama/theatre, music, visual arts and literature	<u>YES</u>		<u>NO</u>		<u>Invalid Response</u>				
	16	<b>52%</b> (67%)	13	<b>42%</b> (30%)	2	<b>6%</b> (3%)			

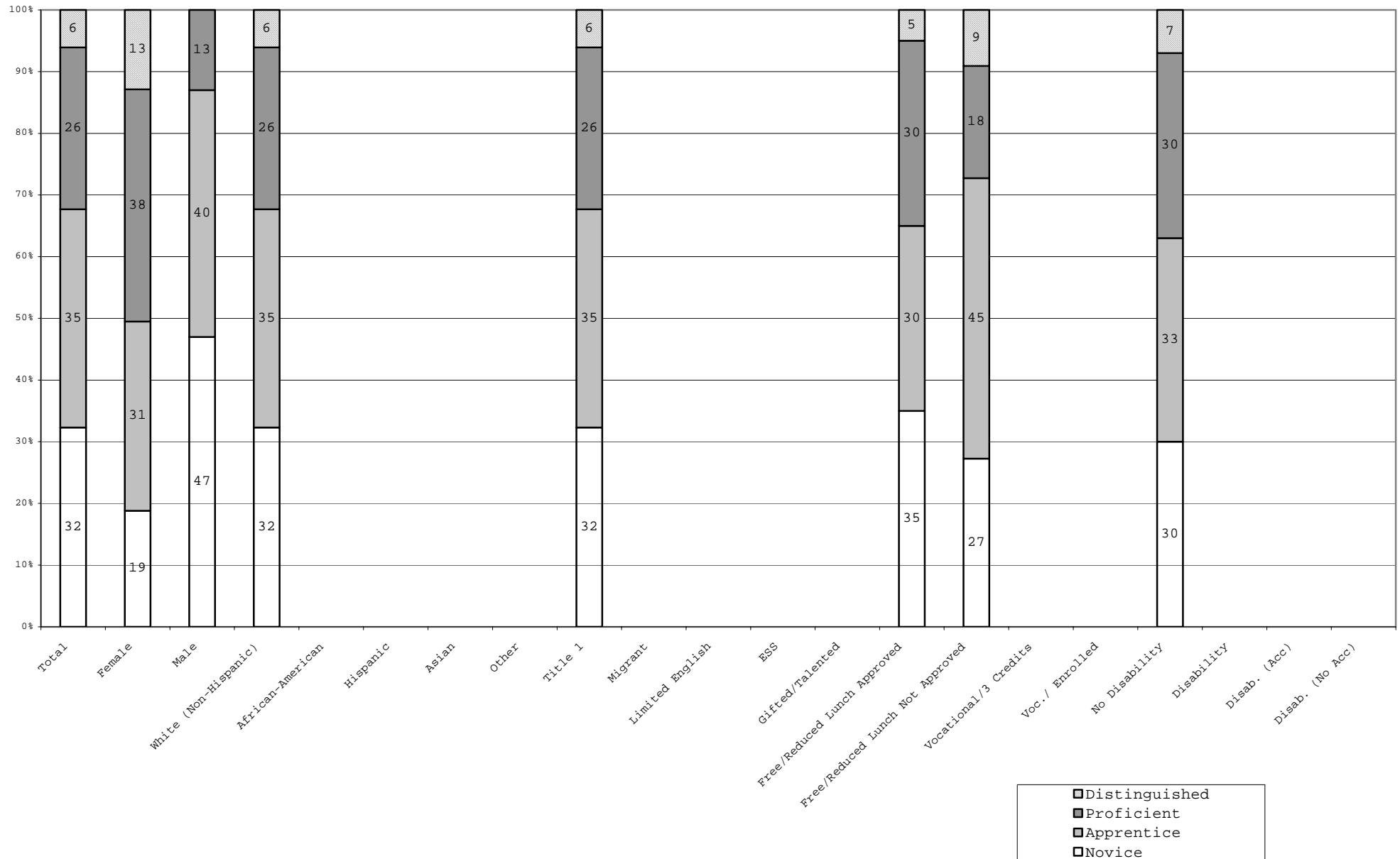
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**ARTS & HUMANITIES DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

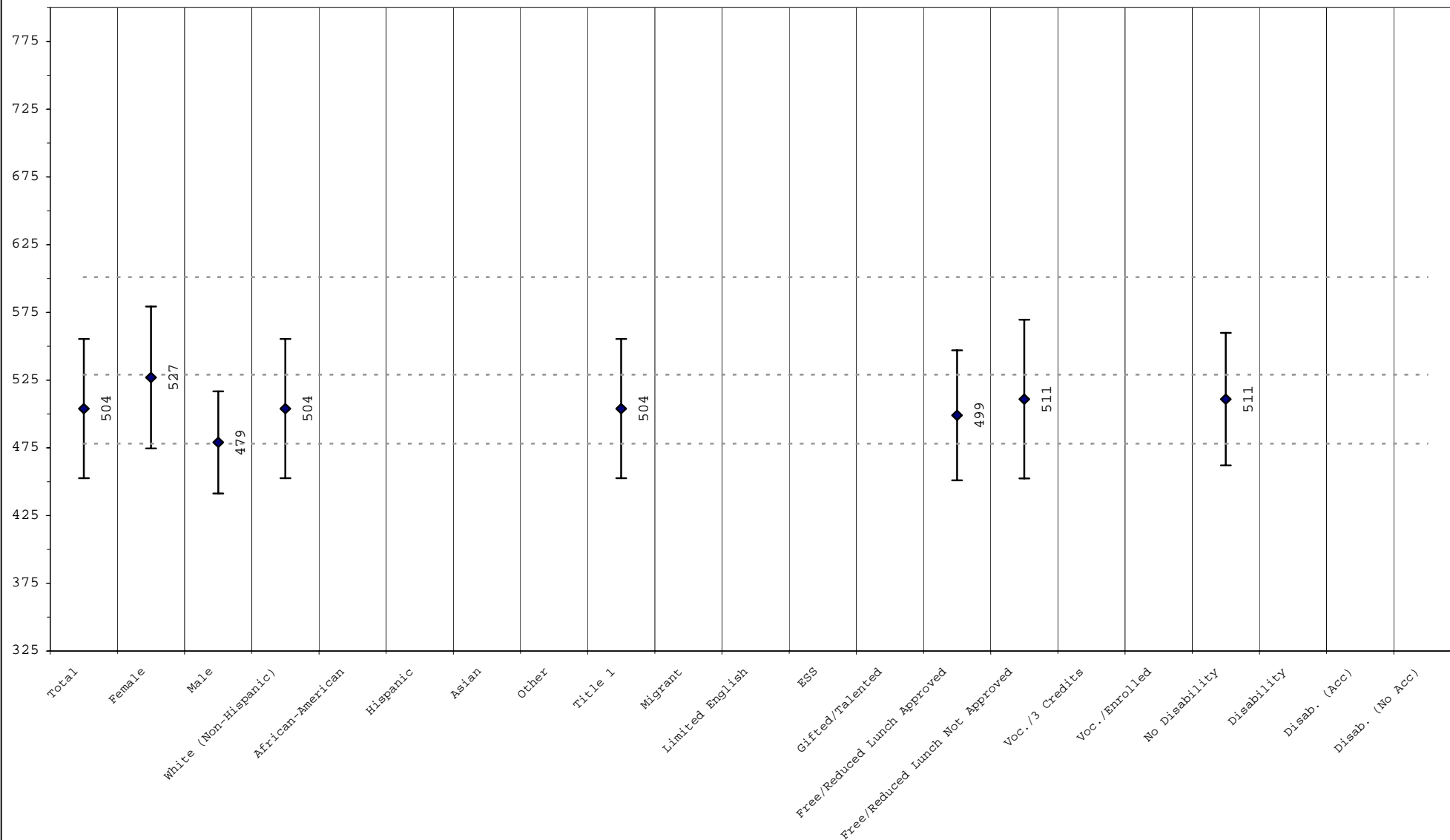


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	31		504 ( 9.2)	746		510 ( 2.1)	3,135		501 ( 1.1)	46,957		513 ( 0.3)
Gender:												
Female	16	52%	527 (13.1)	354	47%	525 ( 2.8)	1,477	47%	516 ( 1.4)	22,893	49%	527 ( 0.4)
Male	15	48%	479 ( 9.7)	392	53%	495 ( 3.0)	1,656	53%	487 ( 1.5)	24,042	51%	499 ( 0.4)
Gap Female vs Male			48*			30*			29*			28*
Ethnicity												
White (Non-Hispanic)	31	100%	504 ( 9.2)	733	98%	510 ( 2.1)	3,084	98%	500 ( 1.1)	40,780	87%	516 ( 0.3)
African-American				1			14		506 (16.4)	4,723	10%	487 ( 0.9)
Hispanic				4	1%		8			453	1%	503 ( 3.2)
Asian				2			6			311	1%	550 ( 4.8)
Other				5	1%		13		491 (18.2)	547	1%	506 ( 2.9)
Gap White vs African American									-6			29*
Gap White vs Hispanic												13*
Gap White vs Asian												-34*
Gap White vs Other									9			10*
Title I												
Participating Students	31	100%	504 ( 9.2)	383	51%	508 ( 2.6)	2,671	85%	497 ( 1.1)	21,583	46%	503 ( 0.4)
Not Participating				363	49%	511 ( 3.4)	464	15%	520 ( 3.1)	25,374	54%	521 ( 0.4)
Gap Participating vs Non-Participating						-3			-23*			-18*
Migrant Program												
Participating Students				12	2%	474 (19.0)	34	1%	480 ( 9.6)	449	1%	483 ( 2.7)
Not Participating	31	100%	504 ( 9.2)	734	98%	510 ( 2.1)	3,101	99%	501 ( 1.1)	46,508	99%	513 ( 0.3)
Gap Participating vs Non-Participating						-36			-21*			-30*
Limited English Proficiency												
Participating Students							1			118		467 ( 5.4)
Not Participating	31	100%	504 ( 9.2)	746	100%	510 ( 2.1)	3,134	100%	501 ( 1.1)	46,839	100%	513 ( 0.3)
Gap Participating vs Non-Participating												-46*
Extended School Services												
Participating Students				131	18%	508 ( 5.0)	621	20%	506 ( 2.4)	7,703	16%	501 ( 0.6)
Not Participating	31	100%	504 ( 9.2)	615	82%	510 ( 2.3)	2,514	80%	499 ( 1.2)	39,254	84%	515 ( 0.3)
Gap Participating vs Non-Participating						-2			7*			-14*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**ARTS & HUMANITIES**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

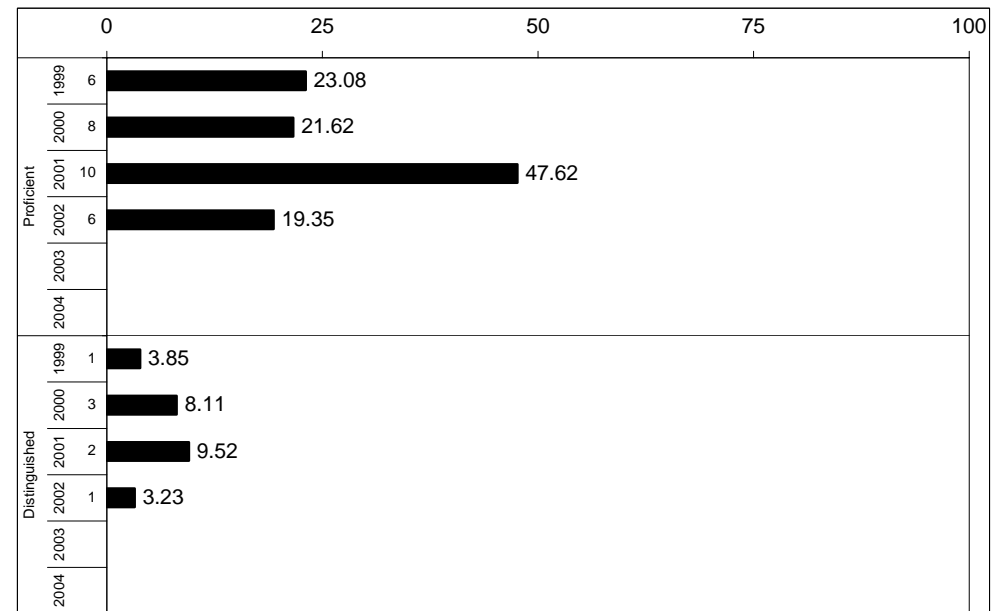
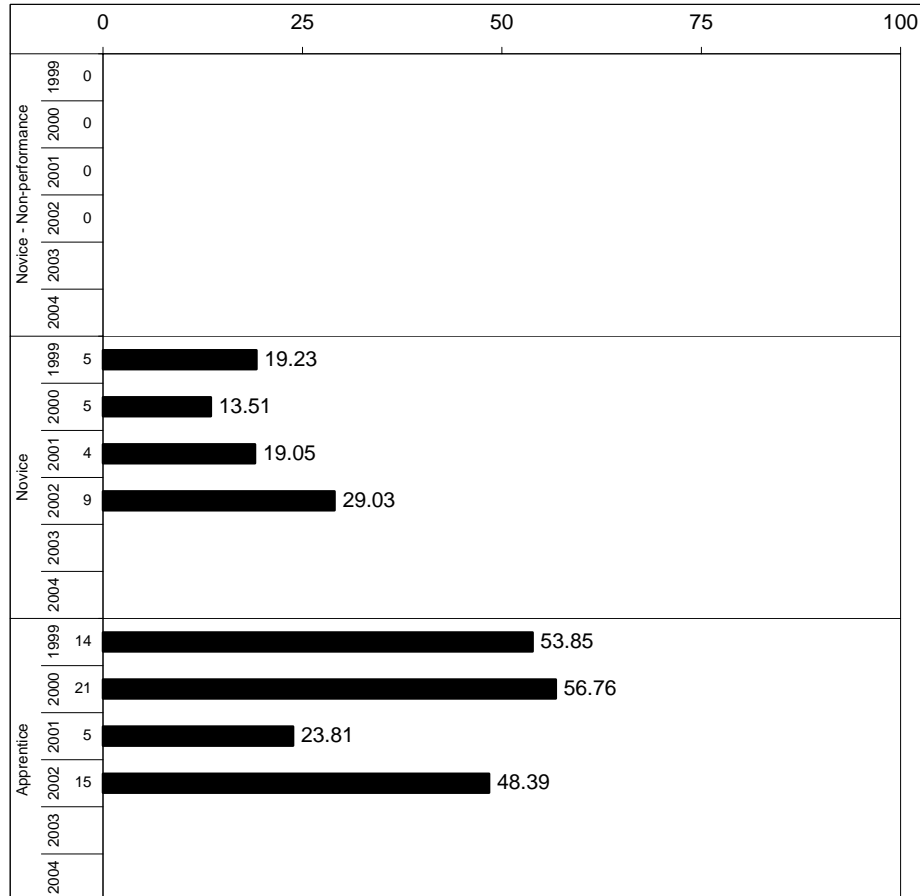
	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	3	10%		57	8%	565 ( 6.7)	496	16%	549 ( 2.5)	8,093	17%	567 ( 0.8)
Not Participating	28	90%	494 ( 8.4)	689	92%	505 ( 2.1)	2,639	84%	491 ( 1.1)	38,864	83%	501 ( 0.3)
Gap Participating vs Non-Participating						60*			58*			66*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	20	65%	499 (10.7)	411	55%	501 ( 2.7)	2,027	65%	490 ( 1.3)	20,016	43%	491 ( 0.4)
Not Approved (includes not coded)	11	35%	511 (17.7)	335	45%	520 ( 3.3)	1,108	35%	520 ( 1.8)	26,941	57%	529 ( 0.4)
Gap Approved vs Not Approved			-12			-19*			-30*			-38*
Disability Status												
Students without Disabilities (includes not coded)	27	87%	511 ( 9.4)	682	91%	516 ( 2.1)	2,789	89%	508 ( 1.1)	41,500	88%	521 ( 0.3)
Students with Disabilities	4	13%		64	9%	439 ( 5.5)	346	11%	437 ( 2.6)	5,457	12%	452 ( 0.7)
Tested with Accommodations	2	6%		44	6%	434 ( 6.8)	275	9%	436 ( 2.7)	3,701	8%	448 ( 0.9)
Tested without Accommodations	2	6%		20	3%	449 ( 9.2)	71	2%	439 ( 6.8)	1,756	4%	461 ( 1.4)
Gap With vs Without						-77*			-71*			-69*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs TREND DATA**  
**Number and Percent**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

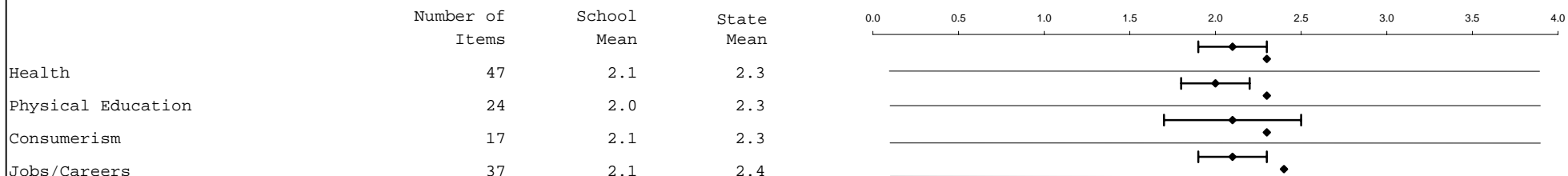




**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS SUB-DOMAIN**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

PL/VS SUB-DOMAIN MEAN SCORES



School: Top  
 State: Bottom

\*\*\*\* The sub-domain data are based on items of the Kentucky Core Content Test. Had this been readministered a number of times, the sub-domain scores reported would have varied somewhat. The line extending on either side of the diamond indicates this expected variation.

**SUB-DOMAIN (This page)**

The Sub-Domain report listed above displays the school/district and state mean for groups of items that measure each sub-domain of a content area. There is a separate page for Reading, Mathematics, Science, Social Studies, Arts and Humanities and Practical Living/Vocational Studies. The number of items contributing to each school/district and state mean includes both multiple-choice and open-response items. Note that the multiple-choice items have been transformed from the 0 to 1 (p-value) scale to the open-response item raw score scale of 0 to 4. In addition, multiple-choice items are weighted 1/3 and open-response 2/3 to reflect the instructional importance of the open-response items and to provide item mean scores (both school/district and state) that are consistent with the same weighting used in accountability calculations. It is very important that the school/district mean for each sub-domain ONLY be compared to its respective state mean and not "vertically" compared to other sub-domain mean item scores. Item means across sub-domains have not been equated or "linked" and thus differences in difficulty have not been taken into account. The standard error of measurement should be considered when drawing conclusions about differences between a sub-domain mean and the overall state mean. The graphic shows the school mean represented by a diamond and the standard error of measurement represented by the line extending to either side of the diamond. (N/A indicates that students were administered too few items for MC and OR to be combined into one mean score. See the following pages for separate MC and OR results for this sub-domain.)

**CORE CONTENT (Next page)**

The Core Content Report on the following page provides further detail on the performance of students by content area sub-domain and section for both multiple-choice and open-response questions. The data is provided in each question format, multiple-choice and open-response, by content area. Sub-domain and section labels are provided on the left-hand side of the page. Note that these labels reference content codes as found in the Core Content for Assessment, which can be accessed through the Kentucky Department of Education's website at [www.kyschools.org](http://www.kyschools.org). Among other information, the percent of students scoring in each score category (correct and incorrect for multiple-choice and 0, 1, 2, 3, 4 for open-response) and the mean item score is provided for both the school/district and the state. It is very important that school/district data for each sub-domain/section ONLY be compared to its respective state data and not "vertically" compared to other sub-domain/section item data. The difference between the school/district mean and the state mean, as well as a measure of standard error, is included to aide the interpretation of such comparisons. Observations are the number of times students were presented items in a category. For example, 6 students each presented 4 items equals 24 observations.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS CORE CONTENT**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

OPEN RESPONSE	No. Items	No. Observations	SCHOOL								Std. Err.	STATE								School -State Mean						
			Percents									Mean	Percents								Mean					
			B	0	1	2	3	4	B	0			1	2	3	4										
PRACTICAL LIVING																										
1.x.x - Health	9	21	0	10	19	52	14	5	1.9	0.2	34,811	1	4	18	41	28	8	2.2	-0.3							
2.x.x - Physical Education	5	16	0	6	19	44	31	0	2.0	0.2	19,548	1	5	22	39	26	8	2.1	-0.1							
3.x.x - Consumerism	4	7							***		15,433	1	4	18	43	27	8	2.2								
VOCATIONAL STUDIES																										
4.x.x - Job/Career	8	22	0	9	27	50	9	5	1.7	0.2	31,179	1	3	18	44	27	7	2.1	-0.4							
MULTIPLE CHOICE			Correct Incorrect Omit/Mult								Correct Incorrect Omit/Mult															
PRACTICAL LIVING																										
1.x.x - Health			38	99	64						36	0	0.64								0.05	147,608	67	33	0	0.67
2.x.x - Physical Education	19	46	61	39	0	0.61	0.07	73,887	64	36	0	0.64	-0.03													
3.x.x - Consumerism	13	33	70	30	0	0.70	0.08	50,494	64	36	0	0.64	0.06													
VOCATIONAL STUDIES																										
4.x.x - Job/Career	29	75	67	33	0	0.67	0.05	112,552	68	32	0	0.67	0.00													



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/Vs QUESTIONNAIRE DATA**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

	None of the Questions	Some of the Questions	Most of the Questions	All of the Questions	Invalid Response
16 How many of the practical living/vocational studies questions tested things you learned in school	1 <b>3%</b> (6%)	12 <b>39%</b> (34%)	14 <b>45%</b> (41%)	4 <b>13%</b> (14%)	0 <b>0%</b> (4%)
17 How well do you think you did on this test	I Did Very Poorly 1 <b>3%</b> (2%)	I Did Poorly 0 <b>0%</b> (6%)	I Did Well 22 <b>71%</b> (60%)	I Did Very Well 8 <b>26%</b> (27%)	Invalid Response 0 <b>0%</b> (4%)
18 How hard did you try on this test	I Did Not Try 0 <b>0%</b> (2%)	I Tried a Little 1 <b>3%</b> (4%)	I Tried a Lot 8 <b>26%</b> (18%)	I Tried Very Hard 22 <b>71%</b> (72%)	Invalid Response 0 <b>0%</b> (4%)

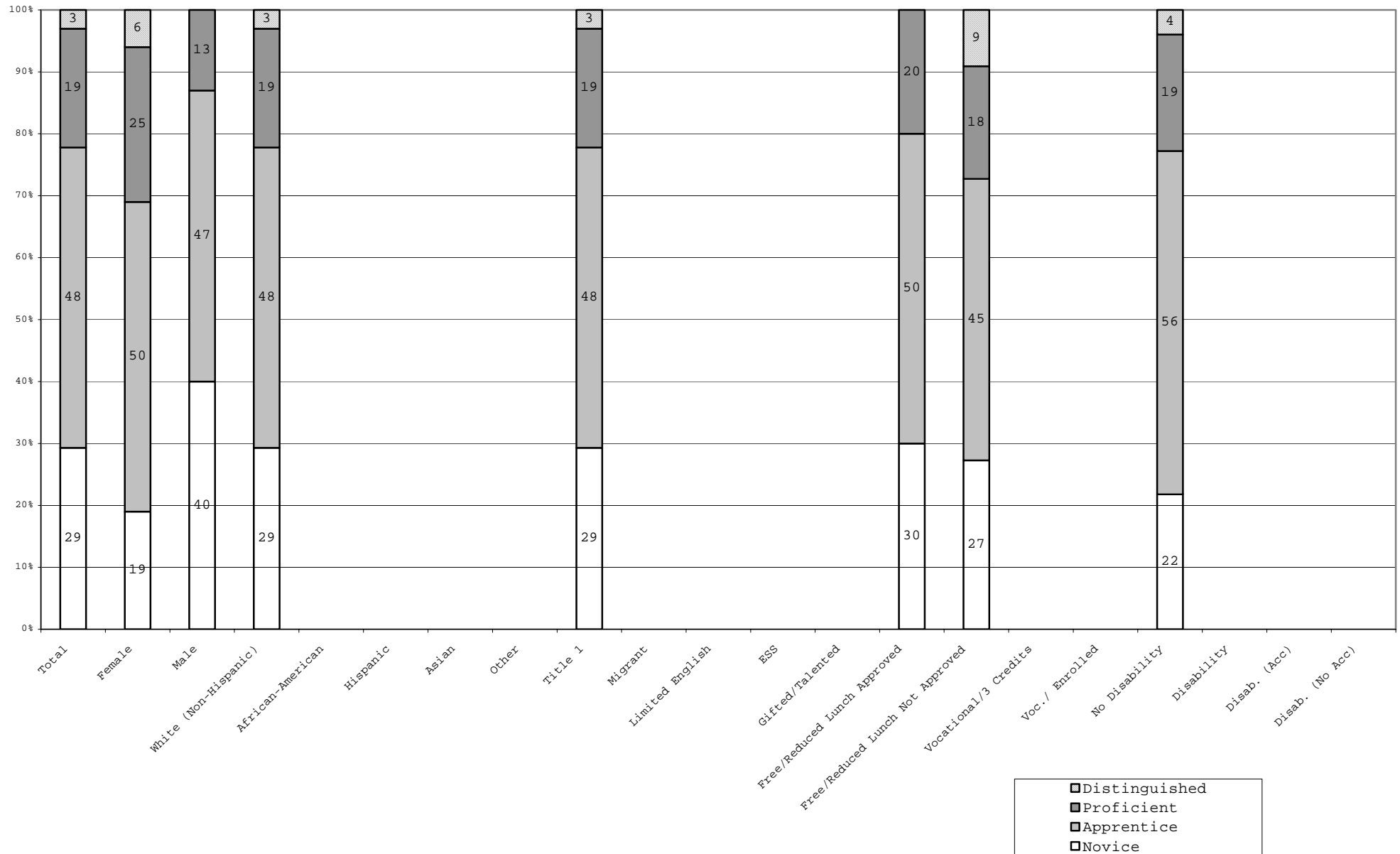
Legend: Number of students is listed first. Bold = School/District Percentage () = State Percentage

Student analyses reflect data as scanned from student answer documents. These analyses are based on tested students and does not include Alternate Portfolio. Percentages may not add to 100% due to rounding. Invalid response includes multiple marks, omissions and out of range responses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**PL/VS DISAGGREGATION**  
**Performance Level Percents**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08

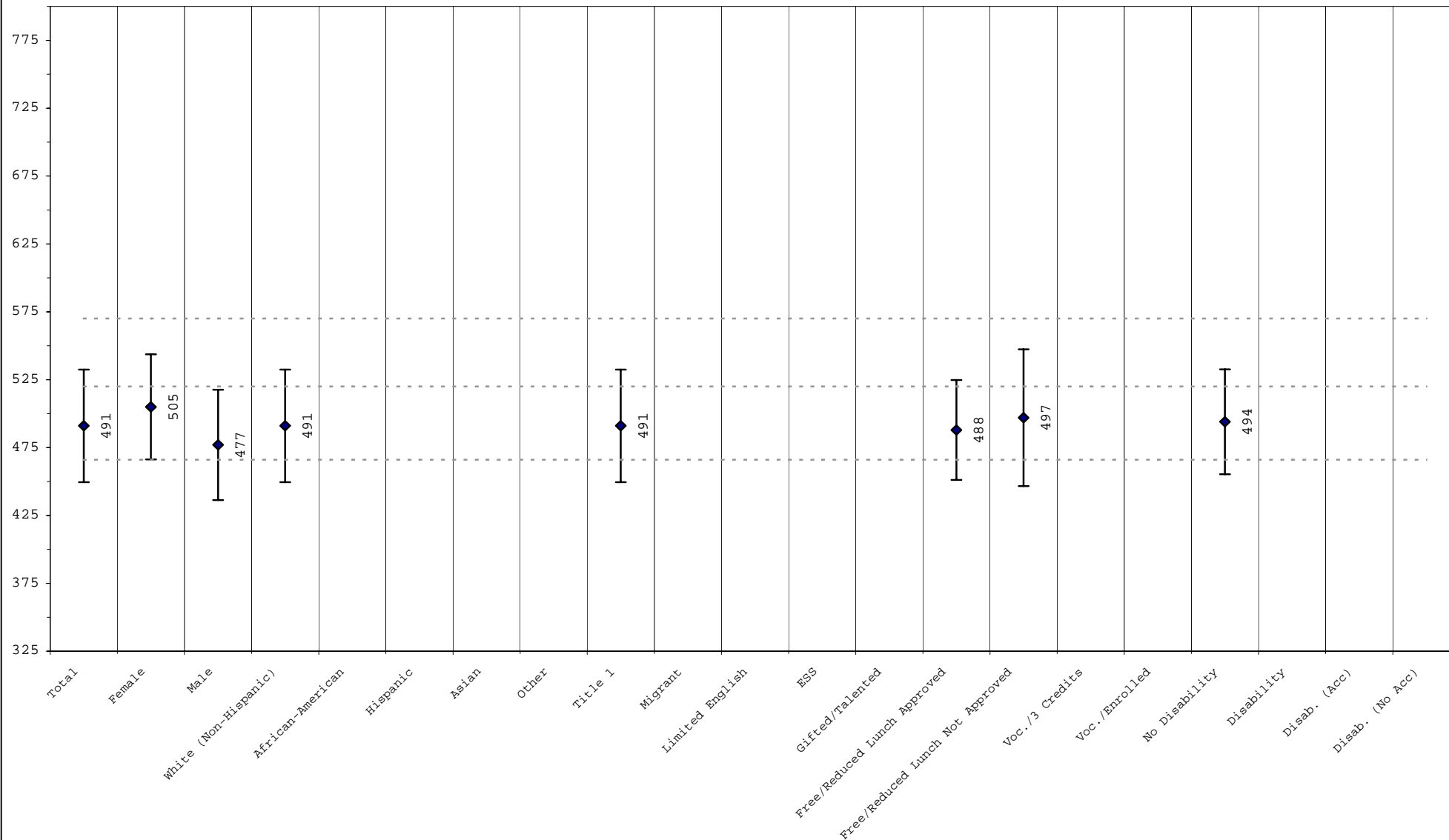


Percentage may not sum to 100% due to rounding. Values not reported are represented by a zero on the bottom axis. The number of students is reported on the Scale Score Disaggregation page.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**MEAN SCALE SCORE/STANDARD DEVIATION**  
**PL/VS**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 08



The mean scale scores are represented by a diamond with the actual printed score next to the diamond. One standard deviation is represented by the line extending on either side of the diamond. Approximately 68% of the distribution lies within one standard deviation of the mean. The three dotted lines, from bottom to top, reflect the cut score between novice/apprentice, apprentice/proficient, and proficient/distinguished.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Total	31		491 ( 7.5)	746		499 ( 1.9)	3,135		494 ( 1.0)	46,957		503 ( 0.3)
Gender:												
Female	16	52%	505 ( 9.7)	354	47%	510 ( 2.8)	1,477	47%	504 ( 1.4)	22,893	49%	514 ( 0.4)
Male	15	48%	477 (10.5)	392	53%	489 ( 2.4)	1,656	53%	484 ( 1.3)	24,042	51%	493 ( 0.4)
Gap Female vs Male			28			21*			20*			21*
Ethnicity												
White (Non-Hispanic)	31	100%	491 ( 7.5)	733	98%	499 ( 1.9)	3,084	98%	494 ( 1.0)	40,780	87%	506 ( 0.3)
African-American				1			14		495 (12.4)	4,723	10%	478 ( 0.8)
Hispanic				4	1%		8			453	1%	492 ( 2.6)
Asian				2			6			311	1%	531 ( 4.3)
Other				5	1%		13		485 (15.7)	547	1%	499 ( 2.4)
Gap White vs African American									-1			28*
Gap White vs Hispanic												14*
Gap White vs Asian												-25*
Gap White vs Other									9			7*
Title I												
Participating Students	31	100%	491 ( 7.5)	383	51%	498 ( 2.3)	2,671	85%	492 ( 1.0)	21,583	46%	495 ( 0.4)
Not Participating				363	49%	501 ( 3.0)	464	15%	506 ( 2.7)	25,374	54%	510 ( 0.4)
Gap Participating vs Non-Participating						-3			-14*			-15*
Migrant Program												
Participating Students				12	2%	481 (11.4)	34	1%	477 ( 6.6)	449	1%	480 ( 2.3)
Not Participating	31	100%	491 ( 7.5)	734	98%	499 ( 1.9)	3,101	99%	494 ( 1.0)	46,508	99%	503 ( 0.3)
Gap Participating vs Non-Participating						-18			-17*			-23*
Limited English Proficiency												
Participating Students							1			118		468 ( 5.5)
Not Participating	31	100%	491 ( 7.5)	746	100%	499 ( 1.9)	3,134	100%	494 ( 1.0)	46,839	100%	503 ( 0.3)
Gap Participating vs Non-Participating												-35*
Extended School Services												
Participating Students				131	18%	496 ( 3.8)	621	20%	495 ( 2.0)	7,703	16%	493 ( 0.6)
Not Participating	31	100%	491 ( 7.5)	615	82%	500 ( 2.2)	2,514	80%	493 ( 1.1)	39,254	84%	505 ( 0.3)
Gap Participating vs Non-Participating						-4			2			-12*

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.





**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**SCALE SCORE DATA DISAGGREGATION**  
**PL/VS**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 08

	SCHOOL			DISTRICT			REGION			STATE		
	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score	# Students	%	Scale Score
Gifted and Talented Program												
Participating Students	3	10%		57	8%	541 ( 5.2)	496	16%	535 ( 2.5)	8,093	17%	550 ( 0.7)
Not Participating	28	90%	484 ( 6.6)	689	92%	496 ( 1.9)	2,639	84%	486 ( 1.0)	38,864	83%	494 ( 0.3)
Gap Participating vs Non-Participating						45*			49*			56*
Free and Reduced Lunch Program												
Approved for Free/Reduced Priced Meals	20	65%	488 ( 8.2)	411	55%	492 ( 2.3)	2,027	65%	484 ( 1.1)	20,016	43%	484 ( 0.4)
Not Approved (includes not coded)	11	35%	497 (15.2)	335	45%	508 ( 3.1)	1,108	35%	511 ( 1.8)	26,941	57%	517 ( 0.4)
Gap Approved vs Not Approved			-9			-16*			-27*			-33*
Disability Status												
Students without Disabilities (includes not coded)	27	87%	494 ( 7.4)	682	91%	505 ( 1.8)	2,789	89%	500 ( 1.0)	41,500	88%	510 ( 0.3)
Students with Disabilities	4	13%		64	9%	439 ( 6.2)	346	11%	441 ( 2.6)	5,457	12%	452 ( 0.7)
Tested with Accommodations	2	6%		44	6%	439 ( 7.0)	275	9%	441 ( 2.7)	3,701	8%	449 ( 0.8)
Tested without Accommodations	2	6%		20	3%	439 (12.8)	71	2%	439 ( 6.7)	1,756	4%	458 ( 1.3)
Gap With vs Without						-66*			-59*			-58*
Alternate Portfolio				10	1%		36	1%		410	1%	
Exemptions (On-Demand)												
Medical				1			4			139		
LEP										186		
Other										4		

Subgroup analyses reflect data as reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding. Statistically significant differences (at the .05 level) in scale scores between subgroups are indicated by an asterisk. The standard error for each scale score is reported in parentheses.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NATIONAL NORM REFERENCED TEST (NRT)**

School: Runyon Elementary School  
 District: PIKE CO  
 Code: 491995  
 Grade: 06

**NRT Accountability Data by Year**

**Grade 6**

Year	Number of Accountable Students	No Score (Weight = 0)		NP of 1-24 (Weight = 0)		NP of 25-49 (Weight = 60)		NP of 50-74 (Weight = 100)		NP of 75-99 (Weight = 140)	
		Number	%	Number	%	Number	%	Number	%	Number	%
1999	30	0	0.0	8	26.7	9	30.0	9	30.0	4	13.3
2000	34	0	0.0	5	14.7	8	23.5	13	38.2	8	23.5
2001	34	0	0.0	8	23.5	13	38.2	4	11.8	9	26.5
2002	34	0	0.0	6	17.6	5	14.7	8	23.5	15	44.1
2003											
2004											

This page provides the percentage of students assigned to each accountability weight (0, 60, 100, 140) for the NP ranges 1-24, 25-49, 50-74, and 75-99, respectively. CTB and accountability scores may differ because of accountability calculations that exempt students or because A2-A6 school students are tracked back to A1 schools. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. Percentages may not sum to 100% due to rounding.



**SPRING 2002**  
**KENTUCKY PERFORMANCE REPORT**  
**NRT DATA DISAGGREGATION**

School: Runyon Elementary School  
District: PIKE CO  
Code: 491995  
Grade: 06

	Number of Students	Pct. of Total	Reading		Language		Mathematics		Total Battery		Quartiles			
			NCE	NP	NCE	NP	NCE	NP	NCE	NP	Q1	Q2	Q3	Q4
Total	34		57.4	64	55.9	61	49.5	49	54.7	59	18%	15%	24%	44%
Gender:														
Female	16	47%	63.8	74	60.3	69	52.1	54	60.6	69	13%	13%	19%	56%
Male	18	53%	51.7	53	51.9	54	47.2	45	49.4	49	22%	17%	28%	33%
(Not Coded)														
Ethnicity														
White (Non-Hispanic)	31	91%	57.6	64	56.6	62	50.5	51	55.4	60	19%	10%	23%	48%
African-American	1	3%												
Hispanic														
Asian														
Other	2	6%												
(Not Coded)														
Served by Title I	34	100%	57.4	64	55.9	61	49.5	49	54.7	59	18%	15%	24%	44%
Served by Migrant Program														
Students with Limited English Proficiency														
Served by Extended School Services														
Served by Gifted and Talented Program	2	6%												
Free and Reduced Lunch Program														
Approved for Free/Reduced Priced Meals	19	56%	54.2	58	52.3	54	46.5	43	50.3	51	21%	21%	21%	37%
Not Approved (includes not coded)	15	44%	61.4	71	60.4	69	53.3	56	60.3	69	13%	7%	27%	53%
Disability Status														
Students without Disabilities (includes not coded)	30	88%	61.7	71	59.4	67	54	58	59.5	67	7%	17%	27%	50%
Students with Disabilities	4	12%												
Tested with Accommodations	3	9%												
Tested without Accommodations	1	3%												
Alternate Portfolio														
	Number Exemptions:				Medical		LEP		Other					
	On-Demand													

Disaggregated data is provided for both Normal Curve Equivalence (NCE) and National Percentile Ranks (NP). Subgroup analyses reflect data that is reported from school districts. To protect student anonymity, no performance data are reported if there are fewer than 10 students or all students score at the same performance level. These analyses are based on tested students, and do not include Alternate Portfolios. Percentages may not sum to 100% due to missing information or rounding.